

## Associated Canadian Theological Schools Of Trinity Western University

### CLG 525: Foundational Skills in Counselling

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Dr. Ian Verseveldt (Professor of Record)  
Summer - 2022  
3 credit hours  
Room Fosmark 232

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June 15 – September 30, 2022  
**In-class instruction: Aug 22, 24, 26, 29, 31**  
**8:30-4:30**

#### **I. Course Description and Objectives**

This course is designed to help students develop and apply basic counselling skills and helping attitudes and to assist students in developing an understanding of the helping process. Self-evaluation, giving and receiving feedback and reflection upon the development of clinical skills vis a vis the student's counselling style tendencies is an essential part of this course.

Classes will be dynamic, utilizing lecture, discussion, video-recording engagement and practice. Each class will include specific focus on the development of the student's overall growth in Conceptual, Perceptual and Executive categories of the following areas:

- Issues related to the overall counselling process
- Understanding of specific counselling skills
- Development of specific counselling skills
- Organization of therapeutic data toward relevant counselling outcomes
- Specific ethical and multicultural issues

By the end of this course, each student should:

- Through identification, observation, practice, and feedback/evaluation, to develop a basic level of competency in the foundational counselling skills of
  - Active Listening
  - Intentional questions
  - Empathy
  - Reflection
  - Challenging

- To gain an understanding of your own personal style as a counselor and to demonstrate an ability to evaluate your counselling skills.
- To develop an understanding of essential interviewing and counselling skills so that you are able to develop a therapeutic relationship, establish appropriate counselling goals and to design basic intervention strategies.
- To facilitate a beginning sense of comfort and confidence as you develop initial counselling skills.
- To help you increase your sense of self-awareness and ethics necessary for becoming a competent counselor, especially in relation to our multicultural world.

## **II. Course Textbooks**

Egan, Gerard and Schroeder, Wilma (2009). The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping. Chicago, IL: Nelson Education. First Canadian Edition.

## **III. Course Assignments**

1. Pre-Course reading assignment: Read the Course Textbook - **to begin June 15 and Due first day of class**
2. Pre-Course Paper: 8-page Reflection Paper on the Course Textbook - **to begin June 15 and Due first day of class**
  - a. 3 Page Summary
    - i. Drawing from Part Two of the text relating to the chapters on the Therapeutic Dialogue, write a ½ page section summarizing the foundational skill in each chapter, discussing one key idea or concept. (3 pages total for this section)
  - b. 5 Page Case Study
    - i. In Parts Three and Four on the stages of helping and the action arrow, write a 5-page case study where you take a client through the various stages and steps of helping. This can be drawn from a real person's life, your own or a fictional scenario. The focus of this assignment is to get you into Egan's helping process, NOT to solve anyone's problem (real or imagined). Make sure you touch on each of the chapters from parts 3-4 in your planning – you can write this section either narratively or in point form. Again, let me stress, the intention of this assignment is to familiarize you with Egan's model, NOT on your therapeutic acumen.
3. Group Lab Assignments: Midterm – **Due at the start of class, day 4, August 29, 2022**

- a. During class time on August 26, each student will have a therapeutic conversation with another student as a “live” presentation of skill development. The goal of this midterm assignment is not mastery of skills, but to show your use of the core therapeutic skills and to receive feedback from the professor and fellow students.
  - b. Paper: 3-5 page reflection on your group experience to date and to reflect on your midterm therapeutic conversation.
    - i. The focus for the midterm reflection is less on your skill development and more on your assessment/evaluation of your work – this is to be discussed in the reflection paper.
    - ii. An outlined description of the session should be included showing your use of the 5 foundational skills (Active Listening, Intentional questions, Empathy, Reflection, Challenging). Process statements and insights are encouraged
4. Group Lab Assignments: Final – **Due September 14, 2022**
- a. OUTSIDE of class, 2 hours per class day, for counselling skills practice and feedback. Each student will take a turn as client, counsellor and observer(s) during the 2-hour block. These practice sessions will form the basis for the final video.
  - b. Paper: 5-page reflection on Group Lab Assignment with accompanying 20-minute video recording - Final
    - i. The video is to be a 20-minute conversation with someone outside your skills group (preferred). The conversation should demonstrate the five foundational skills (Active Listening, Intentional questions, Empathy, Reflection, Challenging) and should show a basic therapeutic process toward the goal of joining (this will be fully discussed in class).
    - ii. The focus for the Final reflection is the practice of the skills toward the goal of joining with your client. Your personal assessment of the skills demonstrated in the video is still encouraged.
    - iii. Each exchange in the transcript should be labeled with process comments identifying your use of the 5 foundational skills.
5. Post-course Paper: 7-page Book Critique – **Due September 14, 2022**
- a. The student is to select an academically respected book which focuses on counselling approaches and perspectives to a specific ethnic group, sub-culture group or therapy-issue sub-population – the chosen book must be pre-approved by the instructor.
  - b. The critique is to demonstrate an understanding and scholarly engagement of the overall ideas and theories presented in the book and ramifications of idiosyncratic themes to the 5 foundational skills of this course (Active Listening, Intentional questions, Empathy, Reflection, Challenging).

- c. The paper is to include a reflection of the student's strengths and challenges of counselling in reference to the specific group.
6. Class Attendance and Participation
    - a. Attendance at all class sessions and Group Labs is required and participation in the related activities, exercises and discussions is expected. It is expected that students will demonstrate an increase in their skill development throughout the course. These changes will be evident not only in the graded recordings but in the in-class practice sessions as well. Therefore, students will be assessed regarding their willingness to participate, to take risks, to hear constructive feedback and to provide appropriate and constructive feedback to others.

#### **IV. Course Grading**

- Pre-course reflection paper – 10%
- Mid-term – 20%
- Final – 50%
- Post-course research paper – 20%

#### **V. Course Outline**

- Day 1 – Introduction to the Counseling Process; Basic Listening Skills
- Day 2/3 – Empathy and Advanced Empathy; Skills practice
- Day 4 – Questions and Probes; Summarizing and Reflections; Case conceptualization; Skills practice
- Day 5 – Challenging; Self-disclosure; Skills practice

Registered students: you can access the course website through the student portal at <https://students.twu.ca> or directly at <https://courses.mytwu.ca/>.