

## **ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY**

### **Graduate Course Syllabus**

**Course Number:** CLG 525

**Course Name:** Foundational Skills in Counselling

**Semester and Year:** Summer 2023

**Instructor:** Kathryn Morelli, MAMFT, RCC

**Semester Dates:** 1 May to 31 August

**Semester hours:** 3

**Room Fosmark:** Room 232

**In-class instruction:** 8 to 11 August

**Class times:** 9:00 am to 5:00 pm

### **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 and therapeutic process. Self awareness and evaluation, giving and receiving feedback, and reflection upon the development of clinical skills alongside of individual counselling style 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, develop a basic level of competency in the foundational counselling skills of
  - Active Listening
  - Intentional questions
  - Empathy
  - Reflection
  - Challenging
- Gain an understanding of their own personal style as a counsellor and demonstrate an ability to evaluate their counselling skills.
- Develop an understanding of essential interviewing and counselling skills so that they are able to develop a therapeutic relationship, establish appropriate counselling goals and design basic intervention strategies.
- Facilitate a beginning sense of comfort and confidence as they develop initial counselling skills.
- Grow in self-awareness and ethics necessary for becoming a competent counsellor, 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.

Russell, E. (2015). *Restoring Resilience: Discovering Your Clients 'Capacity for Healing*. W. W. Norton & Company.

## **III. Course Assignments**

### **1. Pre-Course Reading Assignments- Due Aug 8 (First Day of Class)**

- a. Read Egan, pg. 1-241; pg 302-349
- b. Read all of, *Restoring Resilience*, by Russell

2. Pre-Course Paper: 6-page Reflection Paper on the Course Textbooks - **Due Aug 8 (First Day of Class, before class)**

**Part 1-** Write a 3-page summary drawing from Part Two of the Egan text, “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)

**Part 2-** Write a 3-page summary of the Russell text addressing the following questions/prompts in an essay format:

- i. Summarize Russell’s text and how she explains the idea of “resilience”
- ii. Compare Russell’s approach to the Egan text. What are the similarities and differences?
- iii. Discuss your response Russell’s ideas and if you would be inclined to work this way; why or why not?

3. Group Lab Assignments: Midterm – **Due August 10, during class**

- a. During class time on **August 10**, 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 practice and experience using the foundational skills, to show your use of the core therapeutic skills covered so far, and to receive feedback from the professor and fellow students.
- a. Reflection Paper- **Due 11:59 pm Friday, August 11**
  - i. 3–5-page reflection on your group experience during the course and a reflection on your midterm therapeutic conversation, including the experience of receiving feedback. The focus for this paper is less on your skill development and more on your assessment/evaluation of your own work – this is to be discussed in the reflection paper. Describe your in- class therapeutic conversation in detail, and specifically reference and describe when you used one of the foundational skills and when you see opportunities where you could have used one of these skills (Active Listening, Intentional Questions, Empathy, Reflection, Challenging)

4. Group Lab Assignments: Final – **Due September 15**

- a. OUTSIDE of class, 2 hours per class day, for counselling skills practice and feedback. Each student will take a turn as client, therapist, and observer(s) during

the 2-hour block. These practice sessions will form the basis for the final video. Each of the 3 sessions in each time block should be recorded and submitted.

- b. 20-minute video Recording Final
  - i. The video is to be a 20-minute therapeutic conversation with someone outside your skills group (preferred), could be a fellow student or friend, but please do not pick a family member (this will be discussed more in class). 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).
- c. Transcript of your final recording
  - i. A template for the transcript will be provided
  - ii. This should be a verbatim transcript of the conversation and should include an assessment in one column, labeled with the foundational skill used or an assessment and reflection on what *could* have been asked or used. Each exchange should be labeled with process comments.
- c. Paper: 5-page reflection on Group Lab Assignment and Final Video
  - i. Keep in mind, the focus for the Final video and reflection paper is the **practice** of the skills toward the goal of joining with your client and evidence of growth, not mastery. In this paper, discuss your experience as the client, therapist and observer during your group lab assignment (no more than 2 pages). The second section should include, but is not limited to, detailed description of the strengths and growth areas of your final video, expansion on the process comments of your transcript, and observations about your use of the skills and how your “client” responded or was impacted and how these affected the quality of joining.

#### 5. 7 Page Case Study- Movie- *August: Osage County*- **Due September 30**

- a. Watch the movie *August: Osage County* (available on Prime)
- b. Write a 7-page case study based on one of the following Characters: Violet, Beverly, Barb, Ivy, Karen, Johnna, Charlie, Mattie Fae, “Little” Charles, Bill, Jean
  - i. Part One- 2 pages- Describe your experience of watching this movie using these questions as a guide, but not in bullet form:
    - ✦ What did you notice inside as you watched?
    - ✦ What moments in the movie triggered/activated/moved you?
    - ✦ Which characters did you feel the most anger towards? Compassion towards? Identify with?
  - ii. Part Two: 5-page case study - Imagine your chosen character has come to you for counselling. Write a case study describing what you believe to be the primary pain/trauma and presenting concerns for this client and how you would work with them, focusing specifically on the 5 foundational skills.

Please reference Egan and Russell in your paper. Use the following questions to shape your paper:

- ✦ What would this character's presenting concern be? What might have brought them to therapy?
- ✦ What would be some goals they might name/identify in therapy?
- ✦ Describe how this individual functions in the family system and how they deal with or cope with their pain.
- ✦ What emotions do they avoid and how?
- ✦ Describe in detail how you would use each foundational skill with this client. Include specific examples of each skill.

#### 5. 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 case study:	20%
Total:	100%

### **V. Course Outline**

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

## **Course Policies**

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### **A. ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU**

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) .

<https://prezi.com/od62fxnkbnxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

### **B. STUDENTS WITH A DISABILITY**

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>

### **C. HOSPITALITY IN THE CLASSROOM**

TWU is committed to an ethic of inclusion centered on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

### **D. CAMPUS CLOSURE AND CLASS CANCELLATION POLICY**

In the event of extreme weather conditions or other emergency situations go to:

<https://www.twu.ca/about-us/policies-guidelines/university-policies/campus-notification>

## E. FINAL EXAMINATIONS

A student who is absent from a final examination without an acceptable excuse will be assigned a zero for that examination. Absence due to illness must be supported by a medical certificate indicating the nature of the illness. If an examination is missed for any reason, including illness, the student must notify the faculty member prior to the examination and the Office of the Registrar within 48 hours of the missed examination, giving written documentation explaining the absence.

### PLEASE NOTE

The MCS-MFT is a program gearing students for Professional Life. Therefore, students are expected to budget their time and anticipate due dates for assignments. Extenuating circumstances will/do happen. Please learn time management skills, create margins in your life, and plan for them. In addition, late assignments create a backlog that effects the timely return of other student papers

- a) All work is due before class on the day it is due.
- b) Late assignments will be deducted 2% per day. Assignments received after a week after exams (12:00 p.m.) will receive an F.
- c) Only medical emergency or other extreme circumstances will be acceptable excuses for late assignments. Those who have extenuating circumstances delaying their work are required to fill out the necessary paperwork and pay the required fee at the registrar. An incomplete (INC) will be entered on your transcript until all work is completed (15 weeks maximum).

I will do my best to budget my time and return your assignments within 2 weeks of the due date. Well written papers require much less time to grade so please do your part in handing in well written papers.

For philosophical, ethical, and professional reasons, only hand in your best work. Students at a Graduate level are expected to:

- a) Carefully **proofread** all written assignments and to turn in papers free of spelling and grammatical errors.
- b) **Edit** your papers several times so that your thoughts are logical and well organized.
- c) Understand and utilize APA style for all submitted work
- d) Submit papers electronically to Moodle with your name and assignment clearly indicated in the file name (e.g. JHaleyProfIssues). Students should use the “.doc” file extension when submitting papers so that you have no trouble receiving the written feedback in your paper.
- e) All assignments are to be dropped into Moodle. If technology is a challenge, please find someone to help you out: e.g. reduce file size

These factors will be incorporated into the grade. Students with known writing challenges must make full use of the Writing Centre. .

**Lastly, what you need to know:** Everything you need to know for successful completion of your studies and Graduation is contained in the 2 student handbooks (**Program Guide and Practice Handbook** are available from MAMFT website): Please make sure you thoroughly read and absorb the information. “I didn’t know about that” will not be an acceptable excuse for not fulfilling requirements.