CLC 5508 COUNSELING TECHNIQUES CLASS AND LAB
ASHLAND THEOLOGICAL SEMINARY
Spring Semester 2016 Ashland Cohort
Clinical Mental Health Counseling (CMHC) Program
Thursdays, 10:55 a.m. – 2:25 p.m.

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COURSE DESCRIPTION: This course is designed to equip the student with knowledge of the essential counseling skills such as attending, listening, probing, focusing, goal setting and challenging.

STUDENT LEARNING OBJECTIVES: At the completion of this course, the student should be able to:
1. understand the importance and appropriate use of a variety of basic helping skills (e.g., attending, active listening, probing, and challenging);
2. demonstrate basic proficiency in a variety of helping skills (e.g., attending, active listening, probing, and challenging);
3. understand the use of, and employ, basic helping skills from within a helping model aimed at addressing client problems and developing clients’ underused opportunities;
4. understand the importance of conceptualizing clients from an holistic frame of reference (i.e., a contextualized biopsychosociospiritual perspective).

KNOWLEDGE BASE: Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure—This course meets the Ohio Administrative Code (OAC) requirement for Counseling Techniques—4757-13-01(A)(4)(b)

CACREP CMHC Standards Met in this Course Include:
B.1 - Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
D.3 - Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
D.5 - Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

TEACHING STRATEGIES FOR STUDENT LEARNING: This course will utilize a variety of learning approaches including, but not limited to, lecture, practicing the core counseling skills within student triads, multimedia presentations, demonstration, role-play, reflection, and assignments designed to help students foster critical thinking skills.

REQUIRED TEXTS:


Additional Reading as Assigned
REQUIREMENTS/GRADING: The student is encouraged to check with the course professor whenever she has any questions or concerns about her performance.

1. Professionalism & Positive Participation (Required) Attendance and participation in class sessions is expected, however, being “present” is much more than simply showing up. Since it is the professors’ belief that there are parallels between how one approaches academic training and one’s professional conduct in field, the following are expected of all students: promptness to class, preparedness for class, positive participation in class, and professionalism in all work submitted. Failure to adhere to these guidelines may negatively impact the student’s final grade (at the discretion of the professor).

   According to both the CMHC and ATS student handbooks, attendance at all class sessions is expected. Regardless of the reason for absence, any student missing the equivalent of two classes may be required to do additional work, receive a lower grade or withdraw from the class (this is at the discretion of the professor). It is the student’s responsibility to acquire missed lecture materials and/or handouts from other students.

   The student is strongly encouraged to monitor his/her class-related professionalism and positive participation and to seek feedback from others (e.g., the professors, GA’s, other students) as the student deems prudent. The student’s final grade for this course will be based upon 1.) attendance (successful completion of the class, as well as the final grade for the course, will be impacted by a deficit in this area), 2.) completion and timely satisfaction of all other course requirements, and 3.) in-class constructive participation.

2. Weekly quizzes (30 percent) Beginning the second week of the semester and continuing through Week 12, there will be a brief quiz on the weeks indicated in the syllabus tentative class schedule over the assigned reading materials as indicated on the tentative class schedule. Additional information may be given in class through demonstration, video, handout, or reading assignment. This material may also be included in the quiz given the following week. The quizzes may consist of True-False, Multiple-Choice, Definition, Short Answer, and/or other objective-type items (i.e., knowledge based). The student’s final grade for this grading element will be based on his top ten scores (10 points per quiz) out of 12 possible scores. No make-up quizzes will be administered.

3. Core helping skills development (TRIADS/LAB, 40 percent) All students will be given the opportunity to practice the helping skills presented in the textbooks, workbook, and the lectures. Triads of students (groups of three or four) will be composed the first week of lab and these triads/quadrads will remain together throughout the semester. Within the triad/quadrad, students will alternate between the roles of “client,” “counselor,” and “observer,” while practicing assigned skills. The “counselor’s” role will be to practice the assigned helping skill(s), the “client’s” role will be to give the “counselor” someone to practice these skills with, and the “observer’s” primary role will be to constructively critique the “counselor” using assigned criteria. Students will practice assigned skills in their triads. A small group facilitator, who will serve as overseer to the students’ triad experience, will lead the afternoon Counseling Techniques Lab. The student’s final grade for this element of the Counseling Techniques Class/Lab (40 percent) will be based upon the ratings of 1.) the Counseling Techniques professor, 2.) the Lab facilitator, and 3.) Graduate Assistants, and will be based on the following criteria:
4. **Basic Skills Demonstration Paper (30 percent)** The student is to write an 8-page paper (maximum), typewritten (12-pt font), double-spaced between items, single-spaced within items, in which you demonstrate (in verbatim format) the following counselor skills. The eight pages (one page for each skill) must be titled:

1. Basic Empathy
2. Probing – Prompting
3. Summarizing
4. Challenging-Confronting
5. Advanced Empathy
6. Information Sharing
7. Helper Self-Disclosure
8. Immediacy

Each page of the paper will be organized as follows (using Roman numerals I, II, III, IV):

I. First, name the skill and give a **thorough yet concise definition** (two or three sentences) of the skill. **Be sure to include all of the elements involved in the skill.**

II. Next, **briefly describe the counseling situation** (a new and unique situation is required for each skill) and the client being represented **(approximately three sentences)**. Include the client’s age, sex, presenting problem, session number, etc.
III. Then, give a short verbatim (approximately 6 interactions) in which you clearly demonstrate the counselor using the skill, as described in your text and discussed and/or demonstrated in class. There are many examples of verbatims in your texts (Egan and McMinn), which you may use as a guide. Verbatims and clients may be actual (include no identifying information) or created. Be sure to demonstrate that you really understand the skill by responding appropriately. **Bold the interaction(s) in which you specifically used the skill you wish to demonstrate in this section of your paper.**

IV. Last, **explain your operational understanding and rationale** for using this skill at this time and in this way in the counseling situation.

**Please Note:** Points will be deducted on papers that do not follow the above format. A title page, which is not included in the eight pages, is to be completed for this assignment. **Grading for this assignment will be based on professionalism, accuracy, and clarity of presentation.**

**Paper is due Week 11, April 7th.**

**NOTE:** A late paper will not be accepted.

**SEMINARY GRADING SCALE:** The grading scale described in the ATS catalogue will be used in this course.

**RELATIONSHIP TO THE CURRICULUM MODEL:** All coursework at Ashland Theological Seminary is intrinsically connected to the 4Cs of the curriculum model: **core identity, character, calling,** and **competency.** This course affirms the value of human life and the purpose of such life (teleology) as rooted in a relationship with God (**core identity; character**) and others (**calling**). The course also prepares students to identify and address key concepts of human development in counseling practice through preventative, educational, and remedial means (**competence**).

**ACADEMIC INTEGRITY POLICY:** Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

**WRITING ASSISTANCE:** If you need assistance with writing projects for your coursework, contact the ATS Writing Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic writing. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Writing Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

**STUDENTS WITH DISABILITIES**
Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability
Services in The Center for Academic Support on the 7th floor of the Ashland University Library, 419-289-5904.

**TENTATIVE COURSE SCHEDULE**

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<thead>
<tr>
<th>Week</th>
<th>Topic/Experiential element</th>
<th>Assignments</th>
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| 1 Jan 14 | Part I: Laying the Groundwork  
The Ingredients of Successful Helping  
Triad Development and Introduction (Class/Lab) | Egan 10 ed., Chapter 1 Workbook, Chapter 1                                  |
| 2 Jan 21 | The Helping Relationship  
Triads Begin (Lab)                                                                              | Egan, Chapter 2 Workbook, Chapter 2 (as assigned)  
First Commentary (Egan Chapter 1 & 2, Class/Lab Experience)  
**Quiz #1** (Egan, 1 and 2)       |
| 3 Jan 28 | Part II: The Therapeutic Dialogue  
Empathic Presence: Tuning In and Listening  
Triads (Lab)                                                                              | Egan, Chapter 3 Workbook, Chapter 3 (as assigned)  
Commentary (Egan Chapter 3, Class/Lab Experience)  
**Quiz #2** (Egan, 3)  
First Assessment Due (Lab) |
| 4 Feb 4  | Empathic Responding  
Triads (Lab)                                                                                  | Egan, Chapter 4 Workbook, Chapter 4 (as assigned)  
Commentary (Egan Chapter 4, Class/Lab Experience)  
**Quiz #3** (Egan, 4)  
Second Assessment Due (Lab) |
| 5 Feb 11 | Review: Tuning In and Listening and Empathic Responding  
Triads (Lab)                                                                                  | Commentary (Class/Lab Experience)  
**NO QUIZ**  
Third Assessment Due (Lab/Review Empathy Exercise) |
| 6 Feb 18 | The Art of Probing and Summarizing  
Triads (Lab)                                                                                  | Egan, Chapter 5 Workbook, Chapter 5 (as assigned)  
Commentary (Egan Chapter 5, Class/Lab Experience)  
**Quiz #4** (Egan, 5)  
Fourth Assessment Due (Lab) |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tr>
<td>Feb 25</td>
<td>Facilitating Client Self-Change Triads (Lab)</td>
<td>Egan, Chapter 6 Workbook, Chapter 6 (as assigned) Commentary (Egan Chapter 6, Class/Lab Experience)</td>
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<td><strong>Quiz #5</strong> (Egan, 6)</td>
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<td>Mar 3</td>
<td>Helper Self-Challenge Triads (Lab)</td>
<td>Egan, Chapter 7 Workbook, Chapter 7 (as assigned) Commentary (Egan Chapter 7, Class/Lab Experience)</td>
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<td>(NOTE: Spring Break March 10)</td>
<td><strong>Quiz #6</strong> (Egan, 7)</td>
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<td>Fifth Assessment Due (Lab)</td>
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<td>Mar 17</td>
<td>Part III The Skilled Helper Model Introduction/Overview Triads (Lab)</td>
<td>Egan, Chapter 8 Workbook, Chapter 8 (as assigned) Commentary (Egan Chapter 8, Class/Lab Experience)</td>
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<td>(NOTE: Easter Break March 24)</td>
<td><strong>Quiz #7</strong> (Egan, 8)</td>
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<td>Mar 31</td>
<td>Stage 1-A Help Clients Tell Their Stories Triads (Lab)</td>
<td>Egan, Chapter 9 Workbook, Chapter 9 (as assigned) Commentary (Egan Chapter 9, Class/Lab Experience)</td>
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<td><strong>Quiz #8</strong> (Egan, 9)</td>
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<td>Apr 7</td>
<td>Stage I: Task 1-B: The Real Story; Task 1-C: The Right Story Triads (Lab)</td>
<td>Egan, Chapter 10 Workbook, Chapter 10 (as assigned) Commentary (Egan Chapter 10, Class/Lab Experience)</td>
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<td>Role Play/Video Demonstrations (1) Triads (Lab)</td>
<td>Sixth Assessment Due (Lab)</td>
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<td><strong>NO QUIZ</strong></td>
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<td><strong>SKILLS PAPER DUE</strong></td>
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<td>Apr 14</td>
<td>Stage II: Designing the Future; Task II-A: Possibilities for a Better Role Play/Video Demonstrations (2) Triads (Lab)</td>
<td>Egan, Chapter 11 Workbook, Chapter 11 (as assigned) Commentary (Egan Chapter 11, Class/Lab Experience)</td>
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<td><strong>Quiz #9</strong> (Egan, 10, 11)</td>
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<td>Seventh Assessment Due (Lab)</td>
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<td>Apr 21</td>
<td>Stage II</td>
<td>Task II-B: Goals, Outcomes, Impact; Task II-C: Commitment</td>
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<td>Apr 28</td>
<td>Stage III</td>
<td>Planning the Way Forward</td>
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<td>May 5</td>
<td>Implementation</td>
<td>Making it all Happen</td>
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