

**CNS 7753—SEMINAR IN SCENARIO ROLE PLAY: THE BLEES METHOD**  
**ASHLAND THEOLOGICAL SEMINARY**  
**DETROIT COUNSELING PROGRAM**  
**1.5 credits**  
**SUMMER SEMESTER, 2017**  
**June 9, 10, 16 & 17**  
**(Friday 6:00 – 9:45 pm; Saturday 8:00 am – 4:30 pm)**

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### **COURSE DESCRIPTION**

This course provides theory, experience, and training in the Scenario (Group) Role Playing method developed by Robert A. Blees, Clinical Psychologist (retired). Having been trained by Blees, Dr. Abbott has been facilitating Scenario Role Play groups since 1964. Using this method, the therapist provides simulated life situations in which clients can practice interpersonal behavioral techniques compatible with Christian principles which replace the dysfunctional behaviors that caused the client to seek therapy. The course is offered in the colloquium format.

### **STUDENT LEARNING OUTCOMES**

As a result of this class, the student will be able to do the following:

1. Demonstrate knowledge about the helping relationship to include an understanding of the counseling process in a multicultural society. (DLO Knowledge 5.)
2. Implement behavior patterns more likely to gain cooperation from and improve relationships with superiors, peers, and subordinates, including spouse, parents, children, teachers, students, business associates, clients, neighbors, etc.
3. Apply effective strategies for treatment, planning and intervention in counseling. (DLO Professional Skills 2.)
4. Use Scenario Role Play (the Blees method) in helping clients to make desired changes in their lives, particularly as they relate to the first three objectives.

### **KNOWLEDGE BASE**

This course fulfills one of the requirements for the M.A. in Counseling and eventual eligibility for the Limited License Professional Counselor (State of Michigan).

**Michigan Educational Requirement for Admission to the Examination for Professional Counselor Licensure**—This course meets the Michigan Administrative Code (SOAHR) requirement for Testing Procedures—R 338.1753 Rule 3 (1)(c)(ix)

### **COURSE REQUIREMENTS**

#### **Textbooks**

Abbott, D. (2005). Scenario role play: The Blees method. (second edition). Bloomington, IN: AuthorHouse. ISBN: 1-4208-5812-2.

**Attendance and Tardiness**

According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of six class hours will be required to do additional work, receive a lower grade or withdraw from the class; this is at the discretion of the professor. (Absences are not allowed due to the class format)

**Assignments/Assessment of Student Learning**

**Role Play Exercise**

The nature of this class requires full student participation. Each student is required to participate in role play scenarios as assigned. *This assignment is worth 50 points.*

**SLO#1,2,3,4**

**Paper**

Students are required to complete a 7 page paper discussing the relevance and/or possible use of role play in the counseling endeavor. The following is to be included: (A) population, (B) goal/purpose, (C) discussion of how this approach offers an alternative to mainstream approaches (compare and contrast another approach), (D) expected benefits and , (E) select a particular scenario and justify its appropriateness for your population. *This assignment is worth 40 points.*

**SLO#1,2,3,4**

**Additional Assignment**

An additional assignment will be discussed in class and is determined by the enrollment make up. *This assignment is worth 10 points.*

**Calculation of Grade and Connection with Learning Outcomes**

<i>Assignments</i>	<i>Learning Outcomes</i>	<b>Percent of Final Grade</b>
Role Plays (50 pts possible)	1,2,3,4	50%
Paper (40 pts possible)	1,2,3,4	40%
Additional Assignment (10 pts possible)	1,2,3,4	10%

**Tentative Course Schedule**

**SEMINARY GUIDELINES**

**A. ATS 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

<b>PLAN OF WORK Week</b>	<b>Topics</b>	<b>Reading Assignments</b>
Class Session #1	Introduction	Abbott, Introduction & Appendix A
Class Session #2	Historical Background	Abbott Chapters 1 – 3
Class Session #3	Theory	Abbott Chapters 4 – 8
Class Session #4	Facilitation	Chapters 9 - 12

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*.

### **B. Seminary Writing Consultation Service**

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person. E-mail your request for assistance to [swc\\_group@ashland.edu](mailto:swc_group@ashland.edu)

Include the following information: Your name, the course # & professor’s name, a brief description of the assignment, and your timeline.

For more information, visit: <http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services>

### **C. Students with Disabilities**

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact Disability Services at [419-289-5904](tel:419-289-5904), or send an email to [dservices@ashland.edu](mailto:dservices@ashland.edu). The Disability Services office and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

#### D. ATS Grading Scale

Grade	Percent	Grade Points	Description
A	97-100	4.0	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	92-96	3.7	
B+	89-91	3.3	
B	86-88	3.0	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	83-85	2.7	
C+	80-82	2.3	
C	77-79	2.0	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	1.7	
D+	71-73	1.3	
D	68-70	1.0	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	65-67	0.7	
F	Below 65	0	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.