

CNS 5548
THEORIES AND TECHNIQUES OF COUNSELING
ASHLAND THEOLOGICAL SEMINARY
DETROIT COUNSELING PROGRAM

Fall 2020 - Wednesdays, 6:30 – 8: PM via Zoom
September 2 – December 17, 2020

2.5 CREDITS

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I. COURSE DESCRIPTION:

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

This course is also designed to help the student develop a balanced view of the major concepts of various theoretical approaches to counseling. It includes discussion of techniques associated with the following perspectives: Psychoanalytic, Neoanalytic, Individual Psychology, Person-Centered, Existential, Gestalt, Behavioral, Rational Emotive Behavior, Cognitive, Reality, Feminist, Family Systems, Solution-focused, Narrative and Mindfulness approaches. It helps the student develop a style compatible with their personality, and also builds a broad base of techniques from which to provide what will best serve the client.

This course surveys major concepts and practices of contemporary therapeutic systems. Attention is also given to the integration of biblical principles with sound behavioral science.

II. Student Learning Objectives (SLOs) (with DLOs)

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

At the completion of this course, the student intern should be able to:

1. Learn theoretical concepts from varied counseling approaches and the application of these theories to their work with clients, in writing and in practice. (KO1)
2. Recognize a contextualized biopsychosocialspiritual model of pathology and how various counseling theories address pathology. (PSO5)
3. Integrate elements and techniques from major counseling theories with their specialized training for work with a diversity of clients including those from the Christian subculture. (KO9)

III. Knowledge Base

Michigan Educational Requirement for Admission to the Examination for Professional Counselor Licensure. This course meets the Michigan Administrative Code (SOAHR) requirement for Counseling Theories—R 338.1753 Rule 3 (1)(c)(iv) and Counseling Techniques—R 338.1753 Rule 3 (1)(c)(iii).

IV. COURSE REQUIREMENTS

A. Textbooks and Other Materials

Murdock, N. L. (2016). *Theories of Counseling and Psychotherapy: A Case Approach (4th ed.)*. Pearson. ISBN-978-0134240220 **REQUIRED**.

Additional online work (videos, case studies, etc. will be assigned).

B. Attendance

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. **This policy also includes tardiness.**

Professionalism: It is the belief of program faculty that there are parallels between how the student approaches academic training and the student's future professional conduct in the field of counseling.

Participation: Given that classes will occur on Zoom, it is expected that students will have the camera on during class time except for official breaks and times of absolute necessity.

C. Assignments/Assessment of Student Learning

APA – The mental health field adheres to the writing style espoused by the American Psychological Association. As such, it is **IMPERATIVE** that counselors are proficient with APA nuances (and there are many). It is strongly suggested that one invests the time and efforts necessary to master this in the first quarter. Students will not be graded down on the first assignment regarding this matter. However, it is expected that all corrected errors will be incorporated in future assignments. Failure to do so will result in deductions for each error.

1. **Weekly Quiz Guidelines:** Quizzes will occur on a weekly basis, beginning week three. The quiz material will focus on the previous week's information. Quizzes are given at the start of class. Therefore repeated tardiness will hinder the overall quiz grade. The quizzes are based on the material covered in the Murdock text, video segments and course lectures. They will consist of Short Answer items and multiple-choice. Make up examinations are automatically deducted one full letter grade. Due: Given at the start of each

class. SLOs 1,2,3

2. **Defining Theory Paper:** Provide a thorough two-page discussion of theory. What is it? How theory influences life in general, and how a particular theory has impacted your life. Due: Class session three – submitted via Blackboard by midnight. SLOs 1,2
3. **Triads:** Students are expected to practice counseling skills. The triad experience will provide opportunities for learning and honing attending behavior. Points will be based upon the attached “Counseling Skills Scale”. Poor attendance will negatively impact triad opportunities and subsequent grade. Due: Weekly being in week four. SLOs 3
4. **Theory Development and Personal Toolkit project guidelines:** Develop a robust project that captures the foundational tenants of the major theories. Include a discussion of the theological and spiritual ramifications of the theories, how the selected theories synch with your personality and/or would be useful with the population you minister to now or foresee yourself being led to counsel. Due: Week 12 by midnight, submitted via Blackboard. SLOs 1,2,3

V. CALCULATION OF GRADE & CONNECTION WITH LEARNING OUTCOMES

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
APA Proficiency	1	5%
Theory Method Project	1,2	20%
Triads (counseling skills)	3	10%
Quizzes	1,2,3	25%
Personal Toolkit Project	1,2,3	40%

VI. TENTATIVE COURSE SCHEDULE (*subject to change*)

Week #	Date(s)	Lecture/Topic	Readings/Assignments
1	September 2	Introduction, Course Overview Attending Behavior	
2	September 9	Attending Behavior & SHM	Continue with PPTs on Blackboard
3	September 16	ASSESSMENT Theory is a Good Thing	Quiz#1 on Attending Behavior & the Skilled Helper Model Chapter 1 TRIADS employing Attending & SHM
4	September 23	ASSESSMENT Psychoanalysis	Quiz#2 on Chapter 1 Chapter 2 TRIADS employing Attending & SHM
5	September 30	ASSESSMENT Neoanalytic Approaches	Quiz#3 on Chapter 2 Chapter 3 TRIADS employing Psychoanalysis
6	October 7	ASSESSMENT Individual Psychology	Quiz#4 on Chapter 3 Chapter 4 TRIADS employing Neoanalytic Approaches

7	October 14	ASSESSMENT Person-Centered Therapy	Quiz#5 on Chapter 4 Chapter 5 TRIADS employing Individual Psychology
8	October 21	ASSESSMENT Existential & Gestalt Therapies	Quiz#6 on Chapter 5 Chapters 6 & 7 TRIADS employing Person-Centered Therapy
9	October 28	ASSESSMENT Behavior Therapy	Quiz#7 on Chapters 6 & 7 Chapter 8 TRIADS employing Existential & Gestalt Therapies
10	November 4	ASSESSMENT Rational Emotive Behavior & Cognitive Therapies	Quiz#8 on Chapter 8 Chapter 9 & 10 TRIADS employing Behavior Therapy
11	November 11	ASSESSMENT Reality & Feminist Therapy	Quiz#9 on Chapters 9 & 10 Chapters 11 & 12 TRIADS employing REBT & Cognitive Therapies Experience Papers Due

12	November 18	ASSESSMENT Family Systems Theory & Solution Focused Therapy	Quiz#10 on Chapters 11 & 12 Chapters 13 & 14 TRIADS employing Reality & Feminist Therapy
13	November 25	NO CLASS Thanksgiving break	
14	December 2	ASSESSMENT Narrative Therapy & Mindfulness Approaches	Quiz#11 on Chapters 11 & 12 Chapter 15 & 16 TRIADS employing Family Systems Theory & Solution Focused Therapy
15	December 9	ASSESSMENT Conclusion	Quiz#12 on Chapter 15 & 16 Chapter 17 TRIADS employing Narrative Therapy & Mindfulness Approaches
16	December 16	Closing Activities – Next Steps	

VII. RECOMMENDATION FOR LIFELONG LEARNING

In order to continue to develop adequate practicum skills, each student should make every effort to read additional materials on the subject, in addition to those listed in the bibliography. Students also need to ensure that they complete their personal counseling and shape their personal commitment to lifelong personal counseling as alignment with self-care. Additionally, join and become actively involved in American Counseling

Association (ACA) and Michigan Mental Health Counselors Association (MMHCA).

VIII. 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 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. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

C. Accessibility Resources and Accommodations

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 the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

GRADE	QUALITY	PERCENT	DESCRIPTION
A	4.0	97-100	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-	3.7	92-96	

B+	3.3	89-91	
B	3.0	86-88	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-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	ACCEPTABLE WORK COMPLETED, SATISFACTORY ACHIEVEMENT OF COURSE OBJECTIVES, DEMONSTRATING AT LEAST SOME ABILITY TO UTILIZE COURSE KNOWLEDGE, SATISFACTORY CLASS CONTRIBUTION.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	PASSING BUT MINIMAL WORK, MARGINAL ACHIEVEMENT OF COURSE OBJECTIVES, POOR PERFORMANCE IN COMPREHENSION OF WORK SUBMITTED, INADEQUATE CLASS CONTRIBUTIONS.
D-	0.7	65-67	
F	0.0	BELOW 65	UNACCEPTABLE WORK RESULTING IN FAILURE TO RECEIVE CLASS CREDIT, INADEQUACY OF WORK SUBMITTED OR OF PERFORMANCE AND ATTENDANCE IN CLASS.

VIII. SELECTED BIBLIOGRAPHY or References (*NOT* required but intended to be of current and future help)

Altman, D. (2014). *The mindfulness toolbox: 50 practical tips, tools & handouts for anxiety, depression, stress & pain*. Eau Claire, WI: PESI Publishing and Media.

Beck, A.T., Rush, A.J., Shaw, B.F., & Emery, G. (1979). *Cognitive therapy of Depression*. New York: Guilford.

Carlson, J. & Slavik, S. (Eds.). (1997). *Techniques in Adlerian psychology*. Washington, DC: Accelerated Development, Taylor & Francis.

Corey, G. (2012). *Theory and practice of counseling and psychotherapy (9th ed.)*. Belmont, CA: Thomson Brooks/Cole.

Corey, G. (2012). *Student manual for theory and practice of counseling and psychotherapy (9th ed.)*.

Corey, G. & Corey, S. M. (2003). *Becoming a helper*. Belmont, CA: Thomson Brooks/Cole.

Egan, G. (2007). *The skilled helper: A problem-management and opportunity development approach to helping (8th ed.)*. Belmont, CA: Thomson Brooks/Cole.

Finn, S. E. (2015). *In our clients' shoes: Theory and techniques of therapeutic assessment*. Florence, KY: Routledge.

Jones, S.L. & Butman, R.E. (1991). *Modern psychotherapies: A comprehensive Christian approach*. Downers Grove, IL: InterVarsity Press.

Lauver, P. & Harvey, D. R. (1997). *The practical counselor*. Belmont, CA: Thomson Brooks/Cole.

Leahy, R.L. (Ed.) (2004). *Contemporary cognitive therapy: Theory, research, and practice*. New York: Guilford.

McMinn, M.R. & Campbell, C.D. (2007). *Integrative psychotherapy: Toward a comprehensive Christian approach*. Downers Grove, IL: InterVarsity Press.

Powlison, D. (2001). Questions at the crossroads: The care of souls and modern psychotherapies, pp. 23-61. *Care for the soul*. Downers Grove, IL: InterVarsity Press.

Weissman, M.M., Markowitz, J.C., & Klerman, G.L. (2000). *Comprehensive guide to interpersonal psychotherapy*. New York: Basic Books

COUNSELING SKILLS SCALE (CSS)

This scale should be used to assess your performance of counseling skills during your counseling sessions. The scale divides nineteen specific “microskills” into six groupings (in caps following roman numerals). Please first rate the microskills as –2, -1, 0, +1, or +2 according to the scale below. Then summarize each grouping of skills by adding and averaging its individual microskills scores. Place that average in the blank following the grouping heading.

NOTE: If a skill is not performed but does not seem necessary, then assign it an “NN” and average only those skills performed into mean grouping scores. If a skill is not performed but should have been, then give it a score of –2 or –1 and average it with the rest of the skills performed under that super heading.

+2 highly developed: helpful, well-timed, and consistently well-performed
+1 Well developed: helpful and well-timed when performed, but not consistently smooth
0 Developing skills: somewhat helpful but too many missed opportunities
-1 Continue practice: not helpful or well-timed, or no skill existent when it should be
-2 Major adjustment needed: not at all helpful or well-timed
NN Not performed, but not necessary; (an) other skill(s) within this “grouping” used to effectively meet this grouping’s goals

I. SHOWS INTEREST AND APPRECIATION

A. Body Language and Appearance – Maintains open, relaxed, confident posture with appropriate eye contact. Leans forward when talking, leans back when client talks on target. Uses head nods and body gestures to encourage client talk. Maintains professional dress. -2 -1 0 +1 +2

B. Minimal Encouragers -- Repeats key words and phrases. Uses prompts (uh huh, okay, right, yes) to let client know s/he is heard. Uses silence helpfully.

-2 -1 0 +1 +2

C. Vocal Tone – Uses vocal tone that matches the sense of the session and session goals. Vocal tone communicates caring and connection with the client.

-2-1 0 +1+2

D. Evoking and Punctuating Client Strengths -- Includes questions and reflections related to assets and competencies; positively reframes client experiences.

-2-1 0 +1+2NN

Group Score _____

+2 Highly developed: helpful, well-timed, and consistently well-performed +1 Well developed: helpful and well-timed when performed, but not

consistently smooth

0 Developing skills: somewhat helpful but too many missed opportunities -1 Continue practice: not helpful or well-timed, or no skill existent when it

should be

-2 Major adjustment needed: not at all helpful or well-timed

NN Not performed, but not necessary; (an) other skill(s) within this "grouping" used to effectively meet this grouping's goals

II. ENCOURAGES EXPLORATION

E. Questioning -- Asks open-ended questions that encourage the client to continue talking and to provide information. Uses when needed and when theoretically consistent. Uses closed questions judiciously. Does not overuse questions.

-2 -1 0 +1 +2 NN

F. Requesting Concrete and Specific Examples -- Asks for concrete and specific instances when clients provide vague generalities. ("Give me an example of how you might feel or behave when facing _____.")

-2 -1 0 +1 +2 NN

G. Paraphrasing (reflection of content) -- Engages in brief, accurate, and clear rephrasing of what the client has expressed. *-2 -1 0 +1 +2 NN*

H. Summarizing -- Makes statements at key moments in the session that capture the overall sense of what the client has been expressing. *-2 -1 0 +1 +2 NN*

Group Score _____

+2 Highly developed: helpful, well-timed, and consistently well-performed

+1 Well developed: helpful and well-timed when performed, but not consistently smooth

0 Developing skills: somewhat helpful but too many missed opportunities

-1 Continue practice: not helpful or well-timed, or no skill existent when it should be

-2 Major adjustment needed: not at all helpful or well-timed

NN Not performed, but not necessary; (an) other skill(s) within this "grouping" used to effectively meet this grouping's goals

III. DEEPENS THE SESSION

I. Reflecting Feeling -- States succinctly the feeling and the content of the problem faced by the client ("You feel _____ when _____.") -2 -1 0 +1 +2 NN

J. Using Immediacy -- Recognizes here-and-now feelings, expressed verbally or nonverbally, of the client or the counselor. Can be related to the counselor-client relationship. ("As we talk about _____ problem, I sense you are feeling _____ about me. In turn, I'm feeling _____ about how you are viewing the problem right now.")

-2 -1 0 +1 +2 NN

K. Observing Themes and Patterns -- Identifies more overarching patterns of acting, thinking, or behaving in problem situations ("In _____ situations, you regularly do _____ [or think _____ or feel _____.]") -2 -1 0 +1 +2 NN

L. Challenging/Pointing out Discrepancies -- Expresses observations of discrepancies. ("You expect yourself to do _____ when facing the problem of _____, but you do _____ instead. When this happens you feel _____ about yourself.")

-2 -1 0 +1 +2 NN

M. Reflecting Meaning and Values -- Reflects the unexpressed meaning or belief/value system that is behind the words the client is saying. ("You feel strongly about making choices based on _____ belief.") -2 -1 0 +1 +2 NN

Group Score _____

+2 Highly developed: helpful, well-timed, and consistently well-performed +1 Well developed: helpful and well-timed when performed, but not

consistently smooth

0 Developing skills: somewhat helpful but too many missed opportunities -1 Continue practice: not helpful or well-timed, or no skill existent when it

should be

-2 Major adjustment needed: not at all helpful or well-timed

NN Not performed, but not necessary; (an) other skill(s) within this "grouping" used to effectively meet this grouping's goals

IV. ENCOURAGES CHANGE

N. Determining Goals and Desired Outcomes – Collaboratively determines outcomes toward which the counseling process will aim. Helps client set goals.

-2 -1 0 +1 +2 NN

O. Using Strategies for Creating Change – Uses theoretically consistent and intentional intervention strategies to help client move forward toward treatment goals [such as setting up reinforcement systems, using guided imagery, asking the miracle question, directives, self-disclosure, interpretation, advice, opinion, information instruction].

-2 -1 0 +1 +2 NN

P. Considering Alternatives and their Consequences – Helps the client review possible solutions and the value of each over the long term. (“One option would be _____, and that would mean _____. Another option would be....”) -2 -1 0 +1 +2 NN

Q. Planning Action and Anticipating Possible Obstacles --

Reaches agreement about actions to take between sessions, who is responsible for them, and when they will be done. Helps client to list what obstacles might interfere and decide how to handle them. (“So, you will do _____ by _____ date. What could prevent

you from accomplishing your plan?”)

-2 -1 0 +1 +2 NN

Group Score _____

+2 *Highly developed: helpful, well-timed, and consistently well-performed* +1 *Well developed: helpful and well-timed when performed, but not*

consistently smooth

0 *Developing skills: somewhat helpful but too many missed opportunities* -1 *Continue practice: not helpful or well-timed, or no skill existent when it*

should be

-2 *Major adjustment needed: not at all helpful or well-timed*

NN *Not performed, but not necessary; (an) other skill(s) within this “grouping” used to effectively meet this grouping’s goals*

V. DEVELOPS THERAPEUTIC RELATIONSHIP

R. Consistently engages in caring manner with client, particularly by demonstrating such core conditions as genuineness and authenticity, warmth and acceptance, respect and positive regard, and empathy.

-2 -1 0 +1 +2

VI. MANAGES THE SESSION

S. Opens session smoothly and warmly greets client. Begins work on counseling issues in a timely way. Structures session, directing client naturally through opening, exploration, deeper understanding, creating change, and closing; focuses client on essence of issues at a level deep enough to promote positive movement. Smoothly and warmly ends the session, in a timely way, planning for future sessions or for termination.

-2 -1 0 +1 +2

TOTAL CSS SCORE (add grouping averages): _____ **Comments:**

Adapted from Kenneth Dimick and Frank Krause, *Practicum Manual in Counseling and Psychotherapy*, Munice, IN: Accelerated Development Inc., 1980 and Karen Eriksen's survey, 2005.

Sanders, Randolph K. (1997). *Christian Counseling Ethics*, Downers Grove, Ill: InterVarsity Press