



CF500 COUNSELING SKILLS FALL 2021

INSTRUCTOR

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Office Hours: By Appointment

DESCRIPTION (*from Student Handbook*)

An in-depth exploration of the essential interviewing skills necessary for helping professionals. The primary focus is on the development of communication skills, including counselor characteristics and behaviors (e.g. verbal and nonverbal behavior, age, gender, ethnicity, orientation, etc.) and the assessment of client characteristics and behavior (e.g. verbal and nonverbal behavior, age, gender, ethnicity, orientation, etc.) associated with building a therapeutic relationship, establishing treatment goals, selecting interventions and achieving and evaluating successful treatment outcomes informed by ethical considerations.

[3 hours. Instructor: Breanna Mylius. Frequency: Every Fall. Required for MDiv CF, MAC, MAM and Graduate Diploma in Christian Counseling. General elective for all other programs. Prerequisite: None. Notes: Enrollment capped at 18 students.]

COURSE OUTCOMES

At the end of the course, the student will demonstrate the ability to:

1. Articulate the role of the counselor; including the counselor's responsibility to assess, select interventions, intervene effectively, evaluate progress, and work collaboratively with clients.
2. Effectively use communication skills in the counseling process including: joining and the establishment of a working alliance; listening; asking questions; challenging and feedback; identifying significant thoughts, feelings, behaviors and their relationships; selecting goals; problem solving; self-disclosure; immediacy; selecting interventions and action steps; use and impact of technology, committing to change; and evaluating outcomes and progress.
3. Unconditionally regard others and their experiences with respect and value.
4. Begin the journey of articulating how the counseling process is an outgrowth of one's faith tradition/Christian ministry and vocation.

COURSE TEXT(S)

Brown, B. (2015). *Daring greatly*. Gotham Books. ISBN: 978-1592408412.

Egan, G., & Reese, R. J. (2018). *Exercises in Helping Skills* (11th ed.). Cengage. ISBN: 978-1337795449

Egan, G., & Reese, R. J. (2018). *The Skilled Helper* (11th ed.). Cengage. ISBN: 978-1305865716.

Holy Bible, English Standard Version (2001). Crossway. (any translation acceptable.)

Course Requirements

Readings <i>[Objectives 1, 2, & 3]</i>	The student is expected to master the Egan texts. The readings will form the basis for the quizzes, the exercises, and skills group.
Counseling Skills <i>[Objective 1, 2 & 3]</i> Counseling Skills/small group participation - 300 pts (50%) Weekly Logs 14 @ 5 pts = 70 pts (12%) Final Demonstration of Competence & Final Log 30 pts. (5%)	The student is expected to learn and demonstrate basic interviewing/ communication skills necessary for counseling. A significant portion of class time and grade will be devoted to practicing basic counseling skills. Each student will be observed and evaluated during class. <ul style="list-style-type: none"> • Each week students are to bring two stories from the previous week to share. Stories are to be true, involve the student, and should not be so personal that it makes you or others uncomfortable. Be prepared to have your story interrupted! You may not always get to finish telling your story. • A weekly log will be submitted with observations and reactions from the last group and objectives for the next group. The log must be typed and submitted electronically on mrooms each week after group. <u>All logs are due by Sunday night.</u> Logs will be graded and any feedback will be given on mrooms. • For the final week students are to bring a summary log with feedback around their experience. <i>Demonstrated competence is required.</i>
Self-Evaluation (video write up) <i>[Objective 1, 2 & 3]</i> 20 pts (3%)	Students record and watch a video of their practicing the counseling skills and write up a self-evaluation of their skills. The evaluation should be written in the first person and reference/ incorporate observations made of the video, feedback received from the group, and your previous log agenda items for yourself.
Exercises <i>[Objective 1, 2, & 3]</i> 14 @ 5 pts = 70 pts (12%)	There will be weekly exercises from the Egan workbook that need to be completed on time and in conjunction with the reading/topic for that week. Bring your workbook to class to each week as it may be checked for completion.
Quizzes <i>[Objective 1 & 2]</i> 10 @ 10 pts. = 100 pts (17%)	There will be a quiz each week covering the lectures and readings.
Scripture Memory <i>[Objective 1]</i> 10 pts (1%)	There are two scripture passages that need to be memorized. Students will be quizzed on them throughout the semester. {Gal. 5:22-23; & Phil. 2:3-4}

COURSE WORKLOAD GUIDELINES

The following is a breakdown of the number of hours the average student can expect to spend outside of class to complete the required assignments. These numbers may be higher or lower depending on your particular background and academic training.

Readings: 654 pgs @ 30 pg/hr	22 hours
Exercises: (2 hr/wk)	28 hours
Reaction Logs/Group Preparation: (2 hr/wk)	28 hours
Final Log/Evaluation:	4 hours

Self-evaluation: (4 x 1 pg/hr)	4 hours
Personal Preparation:	2 hours
Scripture Memory (4 verses):	1 hours
TOTAL	89 hours

GRADING INFORMATION

Letter Grade	Percentage	Grade Points	Description
A+	100–97	4.0	
A	96–93	4.0	Excellent; superior achievement.
A-	92–90	3.7	
B+	89–87	3.3	
B	86–83	3.0	Good; commendable achievement.
B-	82–80	2.7	
C+	79–77	2.3	
C	76–73	2.0	Satisfactory; acceptable achievement.
C-	72–70	1.7	
D+	69–67	1.3	
D	66–63	1.0	Poor; marginal achievement.
D-	62–60	0.7	
F	59–0	0.0	Failure to advance in the course. No credit earned. Computed in GPA.

SEMINARY ACADEMIC POLICIES

All Seminary policies affecting student work, appeals, and grievances, as outlined in the Student Handbook and/or Seminary Catalog will apply, unless otherwise indicated in this syllabus. See the respective sections of the [Student Handbook](#).

Attendance Policy

One of the strengths of Phoenix Seminary is the classroom interaction between instructors and students. Attendance and participation are essential components of the training process. **An absence is defined as when a student does not attend a class period whether it be for an on campus or an online course. Watching a recorded lecture in lieu of attending class does not constitute attendance.** When a student is going to be absent, it is important that the student consult with the instructor in advance about work to be missed. In the case of extenuating circumstances, students may request an exception to this policy by submitting a petition to the Academic Petition Committee.

Excessive absences may result in grade reduction or course failure as indicated on the following chart:

COURSE FORMAT	REDUCED GRADE	COURSE FAILURE
15-week	2 nd missed class	4 th missed class

Courteous Use of Technology in the Classroom (phone, tablet, laptop)

Phoenix Seminary considers a student's character to be evidenced in part by their respect for their classmates, professors, and their valuable time in class. Please consider *how not to be rude* in the use of your technology by bearing in mind the following:

- Laptops and tablets are welcome in class to take notes and to access readings we're discussing. Using them for anything else (social networking, accessing non-course related websites, checking email) is discourteous and distracting to others.
- Phones must be silenced in class and stowed. That includes turning off the vibrate function. (We can hear it buzzing.) Is texting ok? No. If an emergency situation exists out of which you feel you must use your phone you should quietly step out of class to do so.

PROFESSOR'S OTHER:

Statement of Learning and Therapy

Learning counseling skills and discussing counseling topics inevitably raises personal emotions, thoughts, and memories. In order to maintain a healthy learning environment it is necessary that students be able to ask questions and voice their opinions or discomfort in a classroom that is an emotionally safe setting. Students are expected to demonstrate patience and respect toward colleagues at all times. Consideration, humility, self-control, and confidentiality are required. The classroom is not intended to be group or individual therapy.

Students are expected to master the course content and skills despite personal reactions. The ability to focus on others regardless of whatever personal situations are occurring is a hallmark of counseling. Areas of personal growth and healing are often areas of our most effective ministry. Should a student experience acute or ongoing distress due to class material or exercises they are encouraged to speak individually with the professor, the Dean of Students, their mentor, a spiritual director, or the student may request a referral to a professional therapist.

Learning Skills & Experiential Learning

This class is largely a class about learning *skills* and ministering from Christ-formed *character*. It is about applying knowledge relationally. In many ways, learning counseling skills is like learning the *skills* of swimming or playing tennis. One might take a correspondence course in swimming (golf, tennis, etc.) and get a passing grade but the real test is can you get in the water and swim? Can you walk onto a court and hit the ball over the net? This class is divided into two sections, lecture and group. I encourage you to be open to learning what God might have for you professionally and personally, both in lecture and group exercises.

The first section, the lecture, is where we will talk about the techniques and skills. This will be like a classroom discussion of different techniques of treading water, diving, and swimming strokes (or serving, forearm swing, backhand swing, etc.). This is the time to ask questions. There will also be demonstrations of the skills and techniques. As the instructor, I will get in the water and demonstrate treading water, techniques and form with a kick board, and so forth.

The second section, the skills group, is where we will practice the techniques and skills. At some point, in order to learn to swim you must get in the water and eventually, push off from shore. We

will progress slowly, practicing one skill at a time. Some of you will want to grab a face mask and oxygen tank the first night and swim out to the reefs to explore the coral and fish. Others will want to talk about sharks and the likelihood of encountering jelly fish. During the group time we will take kickboards and practice kicking, putting our faces in the water, and proper breathing techniques. Are there other skills and ways of doing these things? Yes. But we will limit ourselves to practicing the same specific skills until we learn them. Later, you will add additional skills and techniques. *While we all have styles of communicating, this course requires you to practice specific skills/ approaches.* Some students get frustrated because *they want to do it their own way.* While you retain your unique personality, the technical skills need to be implemented in specific ways. Other classes and training during your practicum, internship, and post-graduation will teach and allow you to go wreck diving, compete as relay teams, do synchronized swimming and so on. Your future options are nearly limitless. This class, though, will be limited to learning, practicing, and demonstrating your basic skills. In counseling these include attending, active listening, immediacy, self-disclosure, problem-solving, confrontation, collaboration, self-reflection, experimentation, and feedback.

The groups typically are especially frustrating for students. For some it moves too slow. For others it moves too fast. For most graduate students the biggest challenge is not being perfect the first time you do something in the classroom. Consequently, it is hard to practice and try things out. Students want to ask questions, clarify instructions, and seek confirmation on what they are to do. If each student takes 2-3 minutes to ask a question, and I take 2-3 minutes to answer each question, we will use the entire group time talking about the techniques instead of practicing them (80+ minutes). So we will talk about the techniques during the lecture time. There will be opportunities to observe the skills in action and ask questions. Then, with some final instructions, it will be time to jump in and practice! *You will learn most and best if you spend the group time practicing and experimenting with the skills.* You will take much less away from class (and you will be more frustrated) if you spend a lot of the group “sitting on shore” or waiting until you can have every question answered before you try something. Like learning to hit a tennis ball, you will learn quickest by picking up the racquet, swinging, and then getting feedback on how to adjust your grip, hold your wrist, and follow through on your swing. There are limits to how much I can explain some things until you try them. In order for each student to have ample time to practice and get feedback groups are limited in size and each group is assigned 1-2 facilitators. Use the group time to practice and use the feedback to improve. Waiting to practice a skill or demonstrate it in front of me until you have it mastered will significantly limit your ability to improve and master the skills. *Allowing me to see your efforts and progress every week will ensure your improvement and comfort with the skills and will improve your grade.* Steady practice of the skills throughout the semester will make the final evaluation of your abilities self-evident. This is a different paradigm with which most academic classes are approached. With foreknowledge of this difference you should be able to both learn the skills and enjoy the class!

Counseling Skills Final Demonstration of Competence

Learning & Competence:

Character formation and mastery of skills is not a linear process; learning occurs over time and in spurts. It has been shown that the “conditions for optimal skill development include motivation to learn, provision of accurate feedback regarding performance, monitoring how one’s own performance corresponds to examples of effective skill implementation (noting similarities and deviations), and focusing on elimination of discrepancies.” (Stoltenberg & McNeill, 2010, p.11). Early attempts require memorization and intentional rehearsal while proficient use of skills reflects more automatic responses. Refinement happens after reflection upon actual versus desired results, feedback from others, correction of errors, and application of skills in increasingly complex conditions. *Students should expect moments of poor performance, uneven performance, corrective feedback from*

others, times of frustration and confusion, moments of accomplishment, and times of satisfaction and insight – this is the life-long experience of being a counselor!

Proficiency:

Each student is expected to work toward a higher level of proficiency in the skills studied. Students who begin class with some familiarity with the material should not coast on their prior knowledge and expect to receive the same grade as the student who works hard and improves. Although basic competence in the use of the skills is held to be crucial in effective counseling, progress or improvement will also be considered in assigning a final grade. Evaluation of skills is done over the course of the semester with the skill at the end of the class and progress being given the most consideration. The student has the responsibility for self-examination and making changes. Students are expected to be proactive rather than inactive or solely reactive.

Exploration:

Each student is to examine his or her own interpersonal style, including how all the skills are used and how the student is perceived by others.

Experimentation:

Each student should try alternative approaches and make changes to his or her interpersonal and counseling style. Strengths should be stronger by the end of the semester and there should be clear evidence that weaknesses have been eliminated or reduced.

Skills Covered:

Stage I

- A identify and empathize with the AFFECT (feelings)
- B identify and acknowledge the BEHAVIOR involved
- C identify and acknowledge the COGNITION or what the person thinks about it
- E identify the main EVENT (with the above 3 components)

Core skills: attending, accurate empathy, probes, concrete self-disclosure, challenging skills, accurate advanced empathy, confrontation, self-confrontation, immediacy.

Stage II

Possibilities/change for the future

Commitment to change

Core skills: collaboration, problem-solving, openness, and pacing. *{This also looks like: working cooperatively with the group to achieve the goals of the course, listening to each other, speaking concretely to each other, giving each other feedback on counseling and interpersonal style, receiving feedback, and sharing your thoughts and feelings as a way to let others know who you are.}*

Stage III

Action plan for implementation

Core skills: self-reflection, willingness to experiment and change, openness to acting on feedback, holding other accountable, and acceptance of accountability.

Weekly Group Logs:

You are to create a log of your thoughts, feelings, experiences, and behaviors that highlight the last group session (recognizing all that has transpired in previous weeks). Make an entry or two *for each person in your group* including myself and the facilitator(s). You may enter an experience that you were involved in with another person or which you observed between that person and a third person.

Your entry may be an observation of a behavior that is clearly defined and concrete or it may be a perception regarding his or her counseling or interpersonal style. You will then include your reaction to whatever you are responding to (how you feel about it, you, and the other person). Keep it brief (4-5 lines per person) but substantive and concrete.

You will then generate an agenda that will give you something to bring into the next group. An agenda is a working plan for you to work with in group, and a plan for your relationships with group members. This should be concrete and to the point. Hand logs in at the end of group. Logs must be typed and must include an observation/reaction and agenda for each person.

Example of Log Entries: (from David McKay, 1989)

- Jim – He talks a lot, sometimes he seems to monopolize the time. His stories are always long and must be cut off. I'm a bit intimidated but I think I'm irritated by his behavior too.
Agenda – At some point I should give him feedback to be mindful of others in the group! Listen to others in the group. Make sure to give everyone a chance to share before you share twice. I wonder where my intimidation comes from.
- Cal – He tends to be very passive; he hardly says a thing. When he speaks he is so quiet I can hardly hear him! Sometimes I feel sorry for him but other times I get frustrated. He reminds me of my youth pastor as a kid. He's so passive! I get impatient with these kinds of people. I hate passivity. Guess that's my issue! He was the last person to volunteer to listen or share the last two weeks.
Agenda – Encourage him to volunteer to listen or share in each group period! Don't wait to be the last person to share.
- Sue – I like her style. If she's unhappy with something she speaks up. She did it with Jim when she said she felt cut off by his constant talking. I respect what she did and feel kind of envious because I'd like to do more of that.
Agenda - I will give Sue some positive feedback about her assertive style and will tell her that I admire that trait in her.
- Carol – Her empathy statements seem so natural and usually hit it the first time. How does she do that?! I wonder if she could challenge more assertive people though – like Jim or Sue. She has the warm and empathic thing down. She did a great job listening to Jim but she never explored his harsh statements and opinions about his coworkers.
Agenda - I will give Carol feedback on how well she uses empathy. I'm going to sit on my other thought for another week and see if she tackles tries any of the challenging, advanced empathy, or immediacy skills we are covering.
- Me – I noticed that I had a real difficult time talking about myself. I think I listened well and was supportive of people but there were some things I could have said which I didn't. I do that a lot. I feel eager to change that.
Agenda – I would like to do something about the way I sit on the thoughts and feelings I have. I am going to start in the next group session by making sure that I share my feelings with the group.

Group Member Roles:

A. Detractor

The detractor not only does not contribute to the overall goals of the group but is actually an obstacle. Group members have problems, just as all people do. However, these problems should not be “front and center” in the group. People can detract by having the group spend an inordinate amount of time on them. Sometimes the detractor is a cynic. He or she waits until someone else initiates something and then sits in judgment on what is happening. The person who wants to be a counselor but believes skills group is beneath them will go through group because he or she “has to”.

B. Observer

The person who does not reach out actively to make contact with other group members and who, when contacted, responds inadequately is an observer – a non-initiator. Like the detractor, such a person is a liability to the group. Observers impede risk taking, honest communication, growth, and the establishment of true intimacy. The opportunity to sit back and become an observer can be tempting but it robs both the individual and the group of learning and growth.

C. Participant

Whereas detractors and observers subtract from the group experience in some significant way, participants do not. The participant responds in some positive way to the structure provided. Within the group he or she cooperates and responds willingly and displays a degree of initiation. When invited to contribute through self-disclosure he or she does so. When confronted the participant responds to the invitation by exploring his or her behavior within the group.

D. Contributor

The hallmark of the contributor in groups is initiative. The contributor does not wait to be contracted by others but actively initiates interactions with other group members. He or she wants to make significant contact with each group member. The contributor possesses at least basic interpersonal skills as well as assertiveness and the courage needed to put these skills to good use. The contributor initiates self-disclosure, challenges, calling for specific feedback, and buying into the interaction of others.

E. Leader

The leader is a high-level contributor who also encourages a diffusion of leadership in the group. He or she encourages others to become contributors and facilitates the effective running of the group.

Consider these roles as you examine your involvement in the group, and as you think about each group member.

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COURSE SCHEDULE: CF500 COUNSELING SKILLS

Note: Course content and/or structure may vary from this outline to accommodate the needs of the class or unforeseen circumstances. *This is an experience based/ skill building course. Missing class will impact your grade and your ability to keep up with your skill development.*

{Due to ever changing challenges of the coronavirus, the Professor reserves the right to change teaching modalities, assignments, and any other aspect of the course. }

Date	Topic	Reading Due
Week 1 Aug. 17	Counseling Topic: Counseling Skill:	Intro helping profession SOLAR
		Get books! Get workbook!
Week 2 Aug. 24	Counseling Topic: Counseling Skill:	The helping relationship Goals and What to share
		Egan Preface; Ch. 1 Ex. Pp. 1-5; Ch. 1

Quiz 1, Gal. 5:22-23

Week 3 Aug. 31	Counseling Topic: Counseling Skill: <i>Quiz 2</i>	Common Factors Presence & Listening (really)	Egan Ch. 2-3; Ex. Ch. 2-3
Week 4 Sept. 7	Counseling Topic: Counseling Skill: <i>Quiz 3, Phil. 2:3-4</i>	Empathic Responding A, B, C, E's of stories	Egan Ch. 4; Brown pp.1-16 Ex. Ch. 4
Week 5 Sept. 14	Counseling Topic: Counseling Skill: <i>Quiz 4</i>	Probes & Summarizing Active listening	Egan Ch. 5; Brown Ch. 1 Ex. Ch. 5
Week 6 Sept. 21	Counseling Topic: Counseling Skill: <i>Quiz 5</i>	New Perspectives Advanced empathy	Egan Ch. 6; Brown Ch. 2 Ex. Ch. 6
Week 7 Sept. 28	Counseling Topic: Counseling Skill: <i>Quiz 6</i>	Using client variables Self-challenge & Feedback	Egan Ch. 7; Brown Ch. 3 Ex. Ch. 7
Week 8 Oct. 5	Counseling Topic: Counseling Skill: <i>Quiz 7</i>	Problem-management Change	Egan Ch. 8; Brown Ch. 4 Ex. Ch. 8
Week 9 Oct. 12	Counseling Topic: Counseling Skill: <i>Quiz 8</i>	Stage One review Assessment	Egan Ch. 9; Brown Ch. 5 Ex. Ch. 9
Week 10 Oct. 19	Counseling Topic: Counseling Skill:	Using helper variables Process & Use of self	Brown Ch. 6
Week 11 Oct. 26	Counseling Topic: Counseling Skill: <i>Quiz 9</i>	Stage Two - Possibilities Future focus	Egan Ch. 10; Brown Ch. 7 Ex. Ch. 10
Week 12 Nov. 2	Counseling Topic: Counseling Skill: <i>Self-evaluation due.</i>	Goals & Outcomes Commitment	Brown pp. 247-249
Week 13 Nov. 9	Counseling Topic: Counseling Skill: <i>Quiz 10</i>	Stage Three Insight to action	Egan Ch. 11 Ex. Ch. 11

Reading Week! No Class November 16th

Week 14 Nov. 23	Counseling Topic: Counseling Skill:	Integrating the Stages Implementation	<i>Hand in your workbook!</i>
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Thanksgiving Break! No Class November 30th

Week 15 Counseling Topic: Termination Personalizing Ex.
Dec. 7 Counseling Skill: Demonstration of skills
Write out verses. Demonstration of competence!

****DEMONSTRATION OF COMPETENCE****

DUE: WEDNESDAY, DECEMBER 7, 2021

CF500 – Counseling Skills Informed Consent Agreement

I understand the expectations of this class include my involvement in the following areas:

- 1) To explore myself – the person-of-the-therapist/person-of-the-pastor – and examine my own interpersonal style. I will seek to understand my strengths and weaknesses and how my style may impact others and my ability to work with others.
- 2) To experiment with different skills and techniques. I will work at making changes in my interpersonal and counseling skills and style.
- 3) To actively participate in and facilitate the creation of a safe learning community. I will establish and develop relationships in my group that will help me examine my interpersonal style and I will invest in the other group members helping them understand how their interpersonal behavior and style impacts me.
- 4) I will work to understand and resolve interpersonal conflict within the class which involves me. I will address others directly, gently, and graciously. I will use the process afforded by the class to listen to others, give feedback to others, and seek to understand as well as to be understood.

In order for the group experience to work it is understood that I will have done the readings, my log and workbook exercises ahead of time. Furthermore, I will come to group class prepared to listen to others as they share; to hold in confidence any personal information/self-disclosure shared in class; to receive and consider feedback from others; to share my thoughts and feelings as a way to let others know who I am; and to work collaboratively with others to achieve the goals of the course.

I understand that growth in my counseling skills, process skills, person-of-the-therapist/person-of-the-pastor, and other traits that contribute to my ability to establish and maintain healthy therapeutic/pastoral relationships are necessary for me to begin practicum and internship. Deficiencies or limitations in my counseling skills, process skills, person-of-the-therapist, or other impediments to my ability to establish and maintain healthy therapeutic/pastoral relationships may result in my being denied permission to begin practicum or internship or that remediation may be required of me.

I have read this Informed Consent and I unreservedly agree to these expectations.

Print Your Name

Student Signature

Date

*One copy is to be submitted to the class instructor and the other copy you should keep.

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- 1) To explore myself – the person-of-the-therapist/person-of-the-pastor – and examine my own interpersonal style. I will seek to understand my strengths and weaknesses and how my style may impact others and my ability to work with others.
- 2) To experiment with different skills and techniques. I will work at making changes in my interpersonal and counseling skills and style.
- 3) To actively participate in and facilitate the creation of a safe learning community. I will establish and develop relationships in my group that will help me examine my interpersonal style and I will invest in the other group members helping them understand how their interpersonal behavior and style impacts me.
- 4) I will work to understand and resolve interpersonal conflict within the class which involves me. I will address others directly, gently, and graciously. I will use the process afforded by the class to listen to others, give feedback to others, and seek to understand as well as to be understood.

In order for the group experience to work it is understood that I will have done the readings, my log and workbook exercises ahead of time. Furthermore, I will come to group class prepared to listen to others as they share; to hold in confidence any personal information/self-disclosure shared in class; to receive and consider feedback from others; to share my thoughts and feelings as a way to let others know who I am; and to work collaboratively with others to achieve the goals of the course.

I understand that growth in my counseling skills, process skills, person-of-the-therapist/person-of-the-pastor, and other traits that contribute to my ability to establish and maintain healthy therapeutic/pastoral relationships are necessary for me to begin practicum and internship. Deficiencies or limitations in my counseling skills, process skills, person-of-the-therapist, or other impediments to my ability to establish and maintain healthy therapeutic/pastoral relationships may result in my being denied permission to begin practicum or internship or that remediation may be required of me.

I have read this Informed Consent and I unreservedly agree to these expectations.

Print Your Name

Student Signature

Date

*One copy is to be submitted to the class instructor and the other copy you should keep.