

**Fall 2016**  
**CNS 737: Basic Skills and Techniques**  
**Wake Forest University Department of Counseling**  
**Fall 2016**  
**Thursdays 9:00 AM - 11:30 AM**  
**Carswell 205**

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**Course Content :**

Counseling 737 focuses on the development of counseling skills and on personal growth. In this course, we will emphasize the systematic integration of basic techniques essential to the counseling process.

**Learning Outcome Objectives:**

Upon successful completion of this course, you will be able to:

- Demonstrate effective use of the following evidence-based counseling skills (II.F.5.g.j):
  - Active Listening
  - Reflections of Meaning
  - Minimal Encouragers
  - Summaries Reflections of Content
  - Silence Reflections of Feeling
  - Questions
- Describe counselor characteristics and behaviors that influence the helping process including age, gender, cultural differences, verbal and nonverbal behaviors, ethical and legal issues, personal characteristics, orientation, and skills (II.F.5.d)
- Discuss client characteristics and behaviors that influence helping processes including age, gender, cultural differences, verbal and nonverbal behaviors, personal characteristics, traits, capabilities, and life circumstances (II.F.5.f)

- Identify the attitudes, values, and beliefs which, according to selected theories, facilitate change and growth (II.F.5.j)
- Evaluate personal assets and areas for growth with respect to basic counseling skills development, and describe ways to improve counseling skills (II.F.1.k)
- Describe suicide prevention models and strategies (II.F.5.l)

**Methods of instruction:**

As opposed to teaching students how to do counseling, we prefer to think of the developmental process of becoming a counselor. To that end, we will provide you with opportunities to learn counseling skills by reading, observing, and practicing. You will be encouraged to participate in discussions, role plays, and class exercises. You are in control of what you choose to disclose. Also, you will be asked to treat each other with respect and maintain confidentiality when working in dyads and triads.

**Required texts and readings:**

Young, M. E. (2013). *Learning the art of helping: Building blocks and techniques* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

**Student performance evaluation criteria:**

Includes grade weights by assignment, grading scale & late assignments policy.

**Summary of Learning Activities with grade weights:**

<b>Learning Activity</b>	<b>Points</b>
Participation/Attendance	10
Video Recording 1 with Transcript (II.F.5.d; II.F.5.f; II.F.5.g; II.F.5.j)	25
Self-Assessment Paper 1 (II.F.5.d; II.F.5.f; II.F.5.g; II.F.5.j)	5
Imagined Counseling Session “Transcript” (II.F.5.d; II.F.5.f; II.F.5.g; II.F.5.j)	10
Video Recording 2 with Transcript (II.F.5.d; II.F.5.f; II.F.5.g; II.F.5.j)	45
Self-Assessment Paper 2 (II.F.5.d; II.F.5.f; II.F.5.g; II.F.5.j)	5
<b>Total</b>	<b>100</b>

<b>Grading Scale</b>		<b>Corresponding Points</b>
A	93-100	93-100
A-	90-92	90-92
B+	87-89	87-89
B	83-86	83-86
B-	80-82	80-82

C+	77-79	77-79
C	70-76	70-76
F	0-69	0-69

### Description of Learning Activities:

- **Attendance & Participation (10% of grade):** Attendance is necessary to develop the requisite knowledge and skills of a professional counselor. The more involved you are, the more you will gain from the course. We recognize that each class member brings a wealth of ideas, questions, and perspectives based on their life experiences; thus, your participation is valued, evaluated, and honored as part of the learning process. Given the experiential nature of this course, students are expected to attend every class prepared to contribute. Your attendance and participation will be a part of your overall course grade. Two absences will result in a 10% reduction in your final grade. Three absences will decrease your grade by 15%, and may result in your being asked to withdraw from the course or receiving a failing grade.
  - *Practice Sessions in Class.* A portion of most classes will be devoted to practicing counseling skills. Students will work in triads, rotating among the following three roles: *counselor, client, and observer*. Sessions will be observed by the professor. Your instructors and your peers will provide you with constructive feedback to facilitate skill development. Given the nature of this assignment, we stress the *importance of maintaining confidentiality*. Characteristics of each role are described below.
    - **Counselor:** This role calls for practice and demonstration of skills learned in assigned readings and class discussions. A student in this role should exhibit genuineness, openness, empathy, congruence, engagement in the process, and a willingness to take risks in the spirit of learning. Acceptance of constructive feedback is important.
    - **Client:** A student in this role should exhibit genuineness and openness. In the role of client, students are asked to draw upon real life experiences, the content of which is completely within the student's discretion. Students should take responsibility for determining and monitoring the level of self-disclosure they contribute to the learning experience. Students may also choose to role play the part of "client," with the understanding that such simulation may detract from the realism and quality of the learning experience. Also in this role, students will be expected to provide feedback to the individual in the "counselor" role
    - **Observer:** This role calls for close attention to the process occurring between the counselor and the client and an ability to relate what occurs in the practice session to the learned material.

It also calls for an ability to give constructive feedback. The person in this role may take notes as needed.

- **Imagined counseling session “transcript” (10% of grade):** In preparation for your final video recording, create a script depicting a fictional counseling session. Type out exactly what your imaginary client and counselor say to one another. Please have at least 15-20 counselor and client responses, in which your counselor uses each of the following skills: open questions and reflections (i.e., content, feeling, meaning). Also include brief descriptions of client or counselor non-verbal responses. (CACREP 2016 Standards: 2.F.5.d; 2.F.5.f; 2.F.5.g; 2.F.5.j)
  
- **Video Recordings & Self-Assessment Papers (1<sup>st</sup>, 30% of grade; 2<sup>nd</sup>, 50% of grade).** For your first video recording, your instructor will pair you up with a classmate. Each of you should record a **30-minute segment** in which, as a counselor, you demonstrate your use of the following skills: mirroring, nonverbal minimal encouragers, verbal minimal encouragers, silence, open questions, and reflections of content. You also will be evaluated on your overall presence, and your avoidance of the following skills: closed questions, advice-giving, interpretations, and judgment statements. Please **transcribe** either the first or last 15 minutes of your recording as outlined in the brief example below. The transcript must include a verbatim account of all counselor responses. You may summarize the client’s comments. For each counselor response, label the response (e.g., open question), and provide a critique of your response (i.e., how effective it was and alternative responses). Keep in mind that transcribing is a time intensive activity; leave yourself plenty of time to do this. (CACREP 2016 Standards: 2.F.5.d; 2.F.5.f; 2.F.5.g; 2.F.5.j)
  - Along with your **recording and transcript**, write a **3-4 page self-assessment paper** describing your ability to utilize the basic helping skills covered thus far. Include areas of strength, growth, and weakness. In each area, describe how you plan to retain and/or improve these skills. (CACREP 2016 Standards: 2.F.1.k)

Here is a [brief example](#) of what the transcripts for your video recording assignments should look like:

Counselor Response	Skill	Evaluation of Response
What would you like to work on today?	Open question	Effective response because it allowed client to describe her/his concern

Client mentioned that she's having a difficult time with her mother. She said that they often fight about little things that end up being blown out of proportion. She also mentioned . . . .		
O.k. so you and your mother are fighting a lot, and you mentioned that the other day when you were leaving the house you forgot to take out the trash and when you returned home your mom got mad at you and, before you knew it, you were in, as you put it, a knockdown-drag-out argument with her.	Paraphrase	Not as effective because it was too long. I should have said:  Ok, so you and your mother aren't getting along as well as you would like.
Client indicated that my paraphrase was correct. She provided further details about her relationship with her mom, saying that things hadn't always been so difficult between them but since she moved back into the house after her divorce things have been a challenge		

The second video recording assignment is similar to the first recording with some notable exceptions. Like the first recording, you are being asked to **record a 30-minute session** in which you demonstrate your ability to utilize the counseling skills covered in this class. In particular, you will be graded on your ability to utilize the following skills: Open questions, reflections of content, feeling, and meaning, summaries, confrontation, nonverbal communication skills, verbal minimal encouragers, silence, and mirroring. You also will be evaluated on your overall presence, and your avoidance of the following skills: closed questions, advice-giving, interpretations, and judgment statements. (Please see the rubric for this assignment below.) You are expected to **transcribe all 30 minutes**. This includes writing word-for-word your counseling responses and summarizing client responses. (CACREP 2016 Standards: 2.F.5.d; 2.F.5.f; 2.F.5.g; 2.F.5.j)

Moreover, write a **3-4 page self-assessment paper** describing your ability to utilize the basic helping skills covered thus far. Include areas of strength, areas of growth, and areas of weakness. In each area, describe how you plan to retain and/or improve these skills. (CACREP 2016 Standards 2.F.1.k)

**Schedule of Classes and Learning Activity due dates:**

<b>Date</b>	<b>Topics</b>	<b>Required Reading</b>	<b>Assignments Due</b>
Sept. 1 Week 1	Introduction and review of course and syllabus	Syllabus sent by e-mail and/or posted on	

		SAKAI	
Sept. 8 Week 2  CACREP 2016:  2.F.1.k; 2.F.5.f; 2.F.5.g 2.F.5.j	Helping as a Personal Journey Skills: Nonverbls (attending/activ e listening) Eye contact, body position (mirroring), pacing, attentive silence, voice tone, facial expressions, minimal encouragers	Chapter 1 Chapter 4 (Invitational Skills)	
Sept. 15 Week 3  CACREP 2016:  2.F.5.d; 2.F.5.f; 2.F.5.g 2.F.5.j	The Nuts and Bolts of Helping What is helping? Interviewing What are counseling, psychotherap y, and coaching? Giving Feedback Skills: Opening Skills: Giving feedback	Chapter 2 Feedback article	
Sept. 22 Week 4  CACREP 2016:  2.F.5.d; 2.F.5.f; 2.F.5.g; 2.F.5.j	The Therapeutic Relationship . Empathy . Self Disclosure Transference and Countertransference  Skills: Continued practice with non-verbals and open questions	Chapter 3	

<p>Sept. 29 Week 5</p> <p>CACREP 2016:</p> <p>2.F.5.f; 2.F.5.g; 2.F.5.j</p>	<p>Reflecting Skills: Paraphrasing Skills: Reflection of Content</p>	<p>Chapter 5</p>	
<p>Oct. 6 Week 6</p> <p>CACREP 2016:</p> <p>2.F.5.f 2.F.5.g; 2.F.5.j</p>	<p>Reflecting Skills: Paraphrasing Continued Skills: Reflection of Content</p>	<p>Chapter 5</p>	
<p>Oct. 13 Week 7</p> <p>CACREP 2016:</p> <p>2.F.1.k; 2.F.5.d; 2.F.5.f; 2.F.5.g; 2.F.5.j</p>	<p>Reflecting Skills: Reflection of Feeling</p>	<p>Chapter 6;  Sign up for video recording feedback meetings.</p>	<p>Due: -Video Recording 1 and Transcript -Self-Assessment Paper 1</p>
<p>Oct. 20 Week 8</p>	<p>Feedback for Video Recording 1 and Self- Assessment Paper</p>		
<p>Oct. 27 Week 9</p> <p>CACREP 2016:</p> <p>2.F.5.d; 2.F.5.f; 2.F.5.g; 2.F.5.j</p>	<p>Reflecting Skills: Reflecting Feeling Continued</p>	<p>Chapter 6</p>	
<p>Nov. 3 Week 10</p> <p>CACREP 2016:</p> <p>2.F.5.d;</p>	<p>Reflecting Skills: Reflecting Meaning and Summarizing</p>	<p>Chapter 7</p>	

2.F.5.f; 2.F.5.g; 2.F.5.j			
Nov. 10 Week 11  CACREP 2016: 2.F.5.d; 2.F.5.f; 2.F.5.g; 2.F.5.j	Reflecting Skills: Reflections of Meaning and Summarizing Continued	Chapter 7	Due: Imagined Counseling Session "Transcript"
Nov. 17 Week 12  CACREP 2016: 2.F.5.d; 2.F.5.f; 2.F.5.g; 2.F.5.j	Challenging Skills: Introduction to Double-Sided Reflections	Chapter 8  -	
Nov. 24 Week 13	Thanksgiving Holiday	No Class	
Dec. 1 Week 14  CACREP 2016: 2.F.1.k; 2.F.5.d; 2.F.5.f; 2.F.5.g; 2.F.5.j	Double-Sided Reflection Skills Review & Practice	Chapter 8  Sign up for video recording feedback meetings.	Due: -Video Recording 2 with accompanying transcript -Self-Assessment Paper 2
Dec. 8 Week 15  CACREP 2016: 2.F.5.1	Introduction to Suicide Assessment	TBD	
Week of Dec. 12	Individual meetings to discuss Video Recording 2 and Self-Assessment		

	Paper 2		
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**Student Late Assignments Policy:**

Assignments are due at the beginning of class on the date they are due otherwise they are considered late. You may be asked to submit an electronic version of your assignment along with a hard copy. Unless arrangements have been made with the course instructors, students who submit late assignments will receive a 10% grade deduction for each day beyond the due date.

**Disability Accommodation Policy and Procedure:** Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center within the first two weeks of the semester at 117 Reynolda Hall, WFU, Winston-Salem, NC, 27109. Phone:336-758-5929. Email: [lacenter@wfu.edu](mailto:lacenter@wfu.edu).

**Emergency Contingency Plan:**

In the event that the University is closed for an emergency, students will be able and expected to keep up with their coursework as all documents will be made available online in a Sakai course website. It is suggested that all materials be downloaded. Student work can be submitted via the course website or via email. If Internet access is limited, work can be submitted via snail mail to the instructors address as listed below. If there is a continued need to cancel class, the due dates for assignments may be pushed back.

**Academic Policies and Honor Code**

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the [Graduate Student Academic Honor Code](#), which can also be accessed on the [Graduate School website](#).

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

*The list that follows includes examples, although not all-inclusive, of academic dishonesty:*

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or book during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent

- work.
- Providing test question(s) to student(s) in another section of the class.
  - Falsifying records or the fabrication of information and/or citation in an academic exercise.
  - Violation of computer policies.
  - Plagiarism: appropriating or passing off as one's work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other's work. Plagiarism also includes electronic information of all types.
  - Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook.

### **Other Academic Policies**

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the [Wake Forest Student Handbook](#).



