CNL-515 | Counseling Skills
Syllabus

COURSE DESCRIPTION

This course provides a broad understanding of counseling processes, including characteristics and behaviors that influence the helping processes. Included are age, gender, ethnic differences, verbal and nonverbal behaviors, personal characteristics, and orientations. The development of counseling techniques is emphasized, including establishing and maintaining the counseling relationship; diagnosing and identifying the problem; formulating a preventative, treatment, or rehabilitative plan; facilitating appropriate interventions; and successfully terminating the counseling relationship.

CREDITS

3

PREREQUISITES

None

CO-REQUISITES

None

REQUIRED COURSE MATERIALS

Textbooks

Electronic Resources

ACA Code of Ethics

Read the American Counseling Association (ACA) Code of Ethics. School counselors must adhere to both the ACA and ASCA ethical standards.

http://www.counseling.org/knowledge-center/ethics (http://www.counseling.org/knowledge-center/ethics)

Additional Counseling Requirements

Diagnostic and Statistical Manual of Mental Disorders (*DSM*)

Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*). The manual will be used throughout your program. The *DSM* will be used from course to course, so students who already own the current edition of the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

Syllabus and Textbook Access

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. Textbooks delivered via BibliU are accessible through the BibliU library upon first access to the digital classroom. It is recommended you download the BibliU app to access your textbooks. If a textbook is not delivered through BibliU, make sure to save the e-book to your computer as a PDF file. If you have trouble saving the e-book, contact GCU Technical Support.

Recommended Program Materials:

Publication Manual of the American Psychological Association

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association.

International Classification of Disease

Students are encouraged (not required) to familiarize themselves with the current version of the *International Classification of Disease* (*ICD*) reference

https://www.apa.org/ (https://www.apa.org/)

American School Counselor Association Ethical Standards for School Counselors

Follow the link to the "Legal and Ethical Responsibilities" page located on the ASCA website (2022). On the right of this page, there is a red box labeled 'Downloads' where you can access the 'ASCA Ethical Standards for School Counselors' PDF. School counselors must adhere to both the ACA and ASCA ethical standards.

https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities (https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities)

APA Formatting Tutorial

Review the APA Formatting Tutorial for formatting assistance.

https://ssc.gcu.edu/#/media-element/1FF26538-38D0-EA11-910D-005056BDE9D6 (https://ssc.gcu.edu/#/media-element/1FF26538-38D0-EA11-910D-005056BDE9D6)

ASCA School Counselor Professional Standards and Competencies

This resource is specifically for school counselors in training.

https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf (https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf)

CHSS Statement Purpose

Through dialogue, we can challenge our assumptions, learn from each other, and grow in empathy and compassion to promote understanding of all human experiences. Meaningful dialogue can help bridge divides and promote peace and harmony in our world. We can strive to find common ground and recognize our shared humanity, despite our differences.

Optional CATs to provide to students to engage students and bring their attention to the CHSS statement.

CAT 1: Objective – to explore the meaning of the statement and Scripture and its relevance to our lives today.

- Begin by reading 1 Samuel 16:7: "The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart."
- Discuss the passage by considering the following: What does it mean to say that God looks at the heart, not the outward appearance? How does this passage challenge our assumptions and bias/prejudices about others?

CAT 2: Objective – to cultivate a heart that is focused on what matters to the Lord.

- Discussion: What are some ways that we judge others based on their outward appearance? How can we cultivate a heart that is focused on what matters to God? How can we help others see beyond outward appearances to what really matters?

Clinical Mental Health Counseling e-Portfolio Requirements

At the end of this program, you will be required to submit an e-Portfolio. The e-Portfolio will highlight your progress and accomplishments as a developing clinical mental health counselor both academically and professionally. We recommend that you use Weebly or Google sites to create your portfolio. Attached are the portfolio requirements. Please make sure you have at least one artifact for each required section below. Please note, a few sections are optional.

From the Home Page, click on the Counseling programs drop down menu and click on

the Clinical Mental Health Counseling tab. Sign into the Clinical Mental Health Counseling page and you will click on the e-Portfolio tab at the top of the page to find the related e-Portfolio documents.

https://cce.gcu.edu/ (https://cce.gcu.edu/)

CMHC and SC Counselor in Training Handbook

The "CMHC and SC Counselor in Training Handbook" is located on the Student Success Center website.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

CNL-515 CACREP Standards Mapping of Learning Outcomes

The course objectives were informed by the identified 2016 CACREP standards. Where applicable, objectives clearly identify the standards addressed.
Review the “CNL-515 CACREP Standards Mapping" document to see which specific CACREP standards are mapped to the course.

CNL-515 Student Guide to Individual Student Assessment and KPIs Video

To understand individual student assessments and Key Performance Indicators (KPIs) view the Student Guide video.

https://ssc.gcu.edu/#/media-element/319a6f87-3456-ee11-9174-005056bd41ef (https://ssc.gcu.edu/#/media-element/319a6f87-3456-ee11-9174-005056bd41ef)

CNL-515 Student Guide to Individual Student Assessment-KPIs Presentation

To understand individual student assessments and Key Performance Indicators (KPIs) view the Student Guide presentation attached.

Disability Accommodation Policy and Procedures Statement

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU’s programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.
Note: GCU cannot provide accommodations that are not requested. Review the Student Disability Services section of the University Policy Handbook, located on the GCU website for specific information regarding the policy and procedures.

GCU Counseling Mock Session Informed Consent to Record

Use this document to inform volunteers of their role in recorded assignments.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

GCU Counselor Dispositions

Students in the Clinical Mental Health Counseling program should refer to the GCU "Counselor Dispositions" document, located in the Student Success Center.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

GCU Library Evaluating Sources: Scholarly Sources

Review the GCU Library Evaluating Sources: Scholarly Sources and read "Defining Scholarly Resources." You are required to support information provided in your assignments using scholarly resources.

http://libguides.gcu.edu/EvaluatingSources
(http://libguides.gcu.edu/EvaluatingSources)

GCU SC Professional Disposition of Learners

Students in the School Counseling program should refer to the GCU "SC Professional Disposition of Learners" document, located in the Student Success Center.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

GCU Writing Center

Refer to the Writing Resources located on GCU's Student Success Center website for additional guidance on completing assignments in the appropriate style and academic level.

https://ssc.gcu.edu/#/page/writing-center/3575 (https://ssc.gcu.edu/#/page/writing-center/3575)

GCU Zoom Resources: Counseling and Social Work

Please refer to the "GCU Zoom Resources: Counseling and Social Work" document to assist you with using a licensed Zoom account for your counseling or social work courses while you are a GCU student.

https://ssc.gcu.edu/#/page/chss/1567 (https://ssc.gcu.edu/#/page/chss/1567)

Role Clarification for School Counselors in Training

This resource is specifically for school counselors in training. Throughout the program of study, school counselors in training will consider their counselor identity in the context of a school setting. School and clinical mental health counseling courses are integrated in order to best prepare graduates to serve children, adolescents, adults, and families who present multifaceted needs in both school and community settings. Since school counselors work in the education profession but are also well-versed in clinical

mental health issues, the school counseling program will abide by the American School Counselor Association (ASCA) Code of Ethics and the Professional Dispositions of Learners.

School Counseling e-Portfolio Resources

The School Counseling e-Portfolio showcases your learning and development throughout your program of study; however, the final e-Portfolio will not be submitted until the end of your program in SCN-625: Internship III. As a result, you will need to consider concrete evidence of your counselor identity development based on various experiential learning opportunities. Although some of the professional artifacts related to the professional dispositions of learners may be selected from different course assignments as listed in the School Counseling e-Portfolio Guidelines, you may also provide evidence of your growth with other relevant assignments or activities depending on your personal preference. Please see the School Counseling e-Portfolio Template and use it to guide you in your selection process of how to best represent your ongoing professional development as a counselor in training.

From the Home Page, click on the Counseling programs drop down menu and click on the School Counseling tab. Sign into the School Counseling page and you will click on the e-Portfolio tab at the top of the page to find the related e-Portfolio documents.

https://cce.gcu.edu/ (https://cce.gcu.edu/)

Statement on the Integration of Faith and Work

Read the "Statement on the Integration of Faith and Work" from Grand Canyon University's One Foundation (2015) in preparation for assignments.

https://www.gcu.edu/sites/default/files/media/Documents/Statement-IFLW.pdf (https://www.gcu.edu/sites/default/files/media/Documents/Statement-IFLW.pdf)

The National Certified School Counselor

This resource is specifically for school counselors in training. For school counselors in training, explore the "The National Certified School Counselor," section of the National Board for Certified Counselors (NBCC) website site in preparation for the NCE as well as other related exams.

https://www.nbcc.org/certification/ncsc (https://www.nbcc.org/certification/ncsc)

The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping

Egan, G., & Reese, R. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Cengage. ISBN-13: 9781305865716

Zoom Access

As directed by your instructor, access Zoom to complete your course assignments. For licensed accounts, Zoom can be accessed by clicking on the link below. When initially setting up your Zoom account, be sure to use your **GCU email address**.

https://my-gcu-edu.zoom.us/ (https://my-gcu-edu.zoom.us/)

INSTRUCTOR ONLY MATERIALS

CHSS Statement

Grand Canyon University is a Christian institution committed to service and engagement in the way of Jesus through intentional Christian community. The College of Humanities and Social Sciences focuses on developing purposeful, globally minded individuals who exemplify Christ's love and compassion. Through our rigorous academic programs, we equip our students with the necessary tools to engage in meaningful dialogue with all humanity and make a positive impact on the world. "The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart." (1 Samuel 16:7 NIV)

CNL-515 Course Guide

Please review the attached document for detailed course information.

CNL-515 Course Revision History

CNL-515 Discussion Questions

CNL-515 Instructor Guide to Individual Student Assessment-KPIs Presentation

To understand individual student assessments and Key Performance Indicators (KPIs) view the Instructor Guide presentation attached.

CNL-515 Topic 7 Quiz Answer Key

The purpose of this quiz is to test your ability to recognize and define key counseling skills practiced throughout Topics 1-7. There are 10 questions, and you will have 15 minutes to complete it.

GCU Library's Academic Writing

Refer to the GCU Library's Academic Writing resources on the Academic Writing and Study Skills website to find writing resources and tutorials.

LopesWrite

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

Methods of Instruction

The methods of instruction for this course may include but are not limited to: lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

Student Performance Evaluation Criteria and Procedures

For specific information on the grading policies and procedures, please see the most current University Policy Handbook (UPH) located on the Academic Catalog and Policies page.

TOPICS, OBJECTIVES, AND COURSE CONTENT

Topic 1: Laying the Foundation and the Counseling/School Counseling Relationship

Objectives:

1.1: Demonstrate effective communication skills to begin the counseling relationship.

1.2: Analyze how a client's behaviors, culture, and individual traits influence counseling. [CACREP 2.F.5.g, 5.C.2.j]

1.3: Describe the foundational qualities and impact of an effective counseling relationship.

1.4: Describe the importance of empathy and presence in the counseling relationship. [CACREP 2.F.5.f]

1.5: Discuss the impact of psychological fitness on the counselor-client relationship. [CACREP 2.F.5.f]

1.6: Discuss the importance of certification and licensure related to your role and professional identity. [CACREP 5.C.2.k]

Topic Materials

Textbooks

Electronic Resources

Chapter 1: Becoming a Clinical Mental Health Counselor: Professional Identity Issues

Read “Chapter 1: Becoming a Clinical Mental Health Counselor: Professional Identity Issues,” by Watson and Schmit, from *Introduction to Clinical Mental Health Counseling: Contemporary Issues* (2020) (32p.).

https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/introduction-to-clinical-mental-health-counseling/i856.xml (https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/introduction-to-clinical-mental-health-counseling/i856.xml)

Five Licensure Portability Models for the Counseling Profession to Consider

Read “Five Licensure Portability Models for the Counseling Profession to Consider,” by Bohecker and Eissenstat, from *Journal of Counseling & Development* (2020) (9p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2020-17720-010&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2020-17720-010&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Independently Licensed Counselors' Connection to CACREP and State Professional Identity Requirements

Read “Independently Licensed Counselors' Connection to CACREP and State Professional Identity Requirements,” by Burns and Cruikshanks, from *The Professional Counselor* (2018) (17p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.543612395&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.543612395&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Optional - Spirituality: A Psychological Resource for Managing Academic-Related Stressor

For additional information, the following is recommended:
“Spirituality: A Psychological Resource for Managing Academic-Related Stressor,” by Ekwonye, Sheikhomar, and Phung, from *Mental Health, Religion &*

Culture (2020) (13p.).

https://doi-org.lopes.idm.oclc.org/10.1080/13674676.2020.1823951 (https://doi-org.lopes.idm.oclc.org/10.1080/13674676.2020.1823951)

Religious Identity Development and Multicultural Competence: A Correlational Study of Counseling Students

Read "Religious Identity Development and Multicultural Competence: A Correlational Study of Counseling Students," by Henry and Li, from *Counseling & Values* (2022) (22p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=159583001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=159583001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping

Read Chapters 1, 3, and 4 in *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* (99p.).

Assignments:

Identity and Licensure Recording (Obj. Topic)

In Topic 1, you will research then discuss the certification and licensure requirements related to your future role and how it relates to your professional identity.

This 3–5-minute recording is an introduction of yourself and your professional identity. Access your state board website and reflect on the importance of licensure as it pertains to identity of a counselor in training. In addition, consider how serving others in love with empathy and compassion appears in your professional identity. Read "Independently Licensed Counselors' Connection to CACREP and State Professional Identity Requirements" located in the Topic 1 Resources to assist.

Using your GCU Zoom account, create a primer recording of yourself talking about your goal as a future school counselor or clinical mental health counselor. Explain your plan to stay informed to meet licensing board requirements in the state you plan to practice. **NOTE: Before recording, refer to Zoom Access and GCU Zoom Resources: Counseling and Social Work located in the Class Resources.**

The recording content should include:

- Professional attire
- Introduction: Full name and state of anticipated licensure
- Process to independent licensure including: (a) Degree; (b) Praxis/NCE; (c) LAC application (CMHC only); (d) Supervision requirement; (e) Hours to complete licensure
- Three current career goals for population you would like to work with
- Three foundational qualities of an effective counseling relationship
- Brief explanation of how serving others in love with empathy and compassion appears in your professional identity
- Clear and concise language

The recording requirements include:

- Focused and clear camera
- Eye contact with the camera (not reading from notes)
- Microphone only picks up your voice
- Recording is 3-5 minutes long

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.
This assignment is informed by the following CACREP Standards:
2.F.5.f. Counselor characteristics and behaviors that influence the counseling process.
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.
5.C.2.j. Cultural factors relevant to clinical mental health counseling. 5.C.2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

Discussion Questions:

Topic 1 DQ 1 (Obj. 1.1 and 1.2)

What are some key things you would do in your first session with a client to get the therapy relationship started in a positive way? Be sure to include a least five communication skills from your text and discuss why they are so critical. How does the client's culture impact the skills used as you develop the relationship? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standards:
2.F.5.f. Counselor characteristics and behaviors that influence the counseling process.
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.
5.C.2.j. Cultural factors relevant to clinical mental health counseling.

Topic 1 DQ 2 (Obj. 1.3, 1.4, and 1.5)

The textbook describes the importance of empathy and presence. What are two things that you could do to prepare yourself to be fully present with your clients? How does your response relate to GCU's "Statement on the Integration of Faith and Work" found in the Class Resources. What role does psychological fitness play for a counselor's presence? Without empathetic presence, what might a client infer? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard: 2.F.5.f. Counselor characteristics and behaviors that influence the counseling process.

Participation:

Topic 1 Participation : 20.0 points

Topic 2: The Counseling Relationship

Objectives:

2.1: Analyze techniques that are important for establishing empathy in the counseling relationship.

2.2: Describe the key elements of an effective counseling relationship.

2.3: Describe the key counselor dispositions in establishing a counseling relationship.

2.4: Describe strategies to develop a counselor identity that fosters leadership, advocacy, and effective counseling services. [CACREP 5.C.3.e]

2.5: Analyze the relationship between theory and application to counseling strategies.

2.6: Demonstrate the ability to effectively review informed consent with a client.

Topic Materials

Textbooks

Electronic Resources

A Proposed Definition and Structure of Counselor Dispositions

Read “A Proposed Definition and Structure of Counselor Dispositions,” by Miller et al., from *Measurement and Evaluation in Counseling and Development* (2020) (13p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-48551-001&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-48551-001&site=ehost-live&scope=site)

Anticipating and Planning for the Duration of Counseling

Read “Anticipating and Planning for the Duration of Counseling,” by Hatchett, from *Journal of Mental Health Counseling* (2020) (14p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2020-20235-001&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2020-20235-001&site=ehost-live&scope=site)

CNL- 515 Empathic Listening Practice Exercise

Read the “Empathic Listening Practice Exercise.” Complete the exercise listed in the document in preparation for completing Discussion Question 1.

CNL-515 Paraphrasing, Summarizing, and Open-Ended Questions Practice Exercise

Read the “Paraphrasing, Summarizing, and Open-Ended Questions Practice Exercise.” Complete the exercise listed in the document in preparation for completing Discussion Question 2.

Confidentiality Statement for Schools

Watch “Confidentiality Statement for Schools” (00:01), by Murphy, on Loom (2023) to complete the Topic 2 Discussion Question 1.

https://www.loom.com/share/3e345c1b567141b49b4794ecd779efe6 (https://www.loom.com/share/3e345c1b567141b49b4794ecd779efe6)

Explaining the Limits of Confidentiality to a Counseling Client

Watch "Explaining the Limits of Confidentiality to a Counseling Client” (00:11), by Grande, on YouTube to complete the Topic 2 assignment.

https://www.youtube.com/watch?v=IWKseYFhp1Y (https://www.youtube.com/watch?v=IWKseYFhp1Y)

Observations from Home: The Patient Centered Medical Home, Integrated Behavioral Healthcare, Teams and Teamwork

Read "Observations From Home: The Patient Centered Medical Home, Integrated Behavioral Healthcare, Teams and Teamwork," by Kallenberg, from *Families, Systems & Health: The Journal of Collaborative Family Healthcare* (2015) (2p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsovi&AN=edsovi.00124787.201509000.00018&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsovi&AN=edsovi.00124787.201509000.00018&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Optional - Brené Brown on Empathy

For additional information, the following is recommended:
“Brené Brown on Empathy” (00:03) located on YouTube (2014).

https://youtu.be/1Evwgu369Jw (https://youtu.be/1Evwgu369Jw)

The School Counselor and Confidentiality

Explore "The School Counselor and Confidentiality” webpage on the American School Counselor Association (ASCA) website (2018) to complete the Topic 2 Discussion Question 2.

https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Confidentiality (https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Confidentiality)

The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping

Review Chapter 4 and read Chapters 5 and 6 in *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* (57p.).

Assignments:

Introducing the Counseling Relationship Recording (Obj. Topic)

In Topic 2, you will practice opening a session, clarifying informed consent, and the limitations to confidentiality. This recording is a welcome to the client and a practice of legal requirements to inform the client of their confidentiality rights. Create a 4–5-minute recording using your **GCU Zoom account**.

The recording content includes:

- Professional attire
- Introduction and welcome to client
- Expression of limitations to confidentiality (follow the attached document "Introducing the Counseling Relationship Recording")
- Supervisor information (CHMC students only)
- Focused and clear camera
- Eye contact with the camera (not reading from notes)
- Microphone only picks up your voice

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.
This assignment is informed by the following CACREP Standards:
5.C.3.e. Strategies to advocate for persons with mental health issues.

Discussion Questions:

Topic 2 DQ 2 (Obj. 2.3 and 2.4)

Describe the skills of empathic questioning using open ended questions and summarizing. Then read and complete the "Paraphrasing, Summarizing, and Open-Ended Questions Practice Exercise" document in the Topic 2 Resources. What did you learn from the exercise? What went well? What could have gone better? How well do you feel that your empathic questioning and summarizing furthered the counseling process? Did you notice any cues the session was effective or ineffective? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard:
5.C.3.e. Strategies to advocate for persons with mental health issues.

Topic 2 DQ 1 (Obj. 2.1, 2.2, and 2.4)

Part 1: Include at least one scholarly source to support your response:

- define "empathy" and describe the role of empathy in counseling.
- describe at least two techniques used to demonstrate empathy.

Part 2: Read and complete the "Empathic Listening Practice Exercise" document located in the Topic 2 Resources. What did you learn from the exercise? How do you know you were effective? What feedback did you receive?
Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard:
5.C.3.e. Strategies to advocate for persons with mental health issues.

Participation:

Topic 2 Participation : 20.0 points

Topic 3: Basic Counseling Skills

Objectives:

3.1: Practice establishing rapport with clients. [CACREP 2.F.5.f]

3.2: Apply basic attending counseling skills. [CACREP 2.F.5.g]

3.3: Apply empathic questioning and summarizing skills in the counseling relationship. [CACREP 2.F.5.g]

Topic Materials

Textbooks

Electronic Resources

A Meaning-Making Approach to Work With Trauma

Watch “A Meaning-Making Approach to Work With Trauma” (00:44) from APA PsycTherapy (2019) to complete Discussion Question 1.

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700637-001 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700637-001)

An Integrative Approach to Couples Therapy for Depression and Infidelity With an African American Ma

Watch “An Integrative Approach to Couples Therapy for Depression and Infidelity With an African American Ma” (00:15) from APA PsycTherapy (2019) to complete Discussion Question 1.

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700697-001?start=32:38:0004e4a553d-a37b-4ee5-bc0f-9fd1fc03d73e&start=32:38&end=47:19&clipId=da4b3bc4-6d84-4594-b449-52d0236ae45f (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700697-001?start=32:38:0004e4a553d-a37b-4ee5-bc0f-9fd1fc03d73e&start=32:38&end=47:19&clipId=da4b3bc4-6d84-4594-b449-52d0236ae45f)

CNL-515: Empathic Listening Practice Exercise

Review the Topic 2 Resource “Empathic Listening Practice Exercise” to complete the Topic 3 assignment and Discussion Question 1.

CNL-515: Paraphrasing, Summarizing, and Open-Ended Questions Practice Exercise

Review the Topic 2 Resource "Paraphrasing, Summarizing, and Open-Ended Questions Practice Exercise" to complete the Topic 3 assignment and Discussion Question 2.

Optional - Mindfulness and Counseling Self-Efficacy: The Mediating Role of Attention and Empathy

For additional information, the following is recommended:
"Mindfulness and Counseling Self-Efficacy: The Mediating Role of Attention and Empathy," by Greason and Cashwell, from *Counselor Education and Supervision* (2009) (18p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2009-13091-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2009-13091-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Optional - What Twentysomethings Really Want From Therapy

For additional information, the following is recommended:
"What Twentysomethings Really Want From Therapy" (01:13) located on Films Media Group (2020).

https://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=240774 (https://fod.infobase.com/PortalPlaylists.aspx?wID=96349&xtid=240774)

Probing Specific Concerns: Parents

Watch "Probing Specific Concerns: Parents" (00:06) segment from the series "In Culturally Focused Teletherapy With a Client Experiencing COVID-Related Racism and Stress" located on the APA PsycTHERAPY website (2021).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700710-001?start=16:33:670e68536bc-8a8e-4221-9071-e493e90c55af (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700710-001?start=16:33:670e68536bc-8a8e-4221-9071-e493e90c55af)

The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping

Read Chapters 7 and 8 in *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* (77p.).

Assignments:

Practicing SOLER, Active Listening, Empathetic Listening, Probing, and Summarizing Video* (Obj. Topic)

In this topic, you will be starting to build rapport, and practicing attunement with a peer in this class acting as the client. The skills in this recording will include SOLER, active and empathic listening including empathic questioning with open ended questions and summarizing.
The recording content includes:

- Professional attire
- Focused and clear camera
- Camera focused on counselor in training , not the peer/client
- Microphone only picks up your voice and peer/client's voice
- Recording is 7-10 minutes long

The purpose of these recordings is for each counselor in training to have the opportunity to practice counseling skills. There are particular client scenarios you are asked to not use in order to avoid potential triggers.
Client scenarios should not include the following:

- Clients with any type of addiction/substance use issues
- Clients with eating disorders/disordered eating practices
- Clients with self-harming issues
- Clients with suicidal or homicidal ideations
- Clients expressing issues of domestic violence
- Clients expressing sexual abuse
- Clients disclosing any type of criminal acts
- Clients disclosing any type of traumatic experience

Part One: GCU Counseling Mock Session Informed Consent to Record
You will be paired with another student in your class to do the series of mock sessions in this course. Each student will fill out the "GCU Counseling Mock Session Informed Consent to Record" Form located in the Class Resources. Make sure the peer/client initials each section and signs and dates the form. The form must be completed prior to recording any sessions with the peer/client. Upload this form into the assignment forum as an attachment.
This session is to practice basic counseling skills which you will build upon as you work towards practicum and internship experience with real scenarios. Focus on the skills development rather than resolving the peer/client's concern.

Part Two: Record a Session Using Zoom
Record this "session" with your peer/client using your **GCU Zoom account**.
From the Topic 2 Resources, review the "Empathic Listening Practice Exercise"

and “Empathic Questioning and Summarizing Practice Exercise” attachments to prepare for this recording.

This recording should be between 7-10 minutes in length. In this recording, you will be practicing the skills learned in Topic 1-3: Empathic Listening, Empathic Questioning, and Summarizing. Since you have already practiced going over informed consent in your Topic 2 recording, you do not have to practice that in this recording.

Please take the following into consideration as part of your recording:

- You will first welcome the client and explain the limitations of confidentiality, before continuing the session with a curious question.
- Be mindful of the SOLER skills reviewed in the textbook and be intentional about your body language demonstrating these skills.
- Use open-ended questions to elicit information about the problem and why this problem is important for the client to address.
- Demonstrate empathic listening by reflecting meaning and emotions present.
- Demonstrate active listening through attentive body language and verbal minimal encouragers.
- Use reflections to demonstrate an understanding of content and emotions.

A good guideline for these basic skills is to offer at least two reflections per one open-ended question. Too many questions can feel like an interrogation. Once the client has shared a significant amount of information or if you would like to focus or transition the session, use a summary (typically about three reflections of the content) to make sure you understand the problem and the perspective of the client.

As a reminder, the scenario discussed in the session should be fictional. Your job is to do the following:

- Demonstrate the ability to welcome the client and begin the process of developing rapport.
- Demonstrate the ability to use open-ended questions to learn more about the problem and to move the session forward.
- Demonstrate SOLER skills.
- Demonstrate verbal and nonverbal empathic listening skills (meaning and emotions).
- Demonstrate verbal active listening skills (paraphrasing and feeling reflection).
- Demonstrate summarizing skills, particularly during transitions in the session.

Part Three: Counseling Skills Reflection

Complete and submit the document "Topic 3 Counseling Skills Reflection and Recording Link Submission" by evaluating the skills you demonstrated in the recording. First, review each skill and provide a few specific examples of each in the comments section. Then complete Part 2 of the document to provide a narrative review of the strengths and areas of growth. Make sure to add a link to the recorded Zoom session before submitting this document. In addition, submit a completed copy of the "GCU Counseling Mock Session Informed Consent to Record" form.

Refer to the "Student Guide Individual Student Assessment-KPIs" presentation and video in Class Resources.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

*This assignment is recommended as a representative artifact in your e-Portfolio.

This performance assessment assesses the Key Performance Indicator (KPI) for Counseling & Helping Relationships.

This assignment is informed by the following CACREP Standards:

2.F.5.f. Counselor characteristics and behaviors that influence the counseling process.

2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

Discussion Questions:

Topic 3 DQ 2 (Obj. 3.2)

Watch “Probing Specific Concerns: Parents” located in the Topic 3 Resources . Describe the client’s presentation in the session specific to coping strategies, resources, and barriers. What did you notice about how Dr. Cervantes attended to cultural components of the session with Anna. From your personal lens as a counselor, describe what you would do to apply the appropriate evidence-based practices (EBP) to ensure Anna feels heard and valued within the session if you were the counselor. Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.

This discussion question is informed by the following CACREP Standard:

2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

Topic 3 DQ 1 (Obj. 3.2 and 3.3)

Review the supplemental video “A Meaning-Making Approach to Work With Trauma ” listed in the Topic 3 Resources and summarize in one paragraph (4-6 sentences) the meaning the client ascribes to their lived experiences as it pertains to the themes identified in the reading. Then write a script of the dialog between

you and the client ensuring you note how you are attending to the clients' emotions. Identify opportunities for empathic questioning about the client's desire to live, contrasted with the client's desire to die. Include a summary statement that you would use to ensure you are maintaining rapport, conveying empathy, and attending to the clients need for meaning and purpose. Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard:
2.F.5.f. Counselor characteristics and behaviors that influence the counseling process.
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

Participation:

Topic 3 Participation : 20.0 points

Topic 4: What Is Underneath the Story?

Objectives:

4.1: Identify the client's stages of change. [CACREP 2.F.5.g]

4.2: Analyze the client's readiness to change. [CACREP 2.F.5.g]

4.3: Describe how to help the client explore all aspects of the problem. [CACREP 2.F.5.g]

4.4: Utilize strategies and skills to identify client presenting problems.

4.5: Apply strategies towards developing counseling treatment or intervention plans. [CACREP 2.F.5.g, 2.F.5.h, 2.F.5.j]

Topic Materials

Textbooks

Electronic Resources

Mindfulness-Based Therapy and Guiding Clients Through Change

Watch "Mindfulness-Based Therapy and Guiding Clients Through Change" (00:12), by Fournier, from Sage Knowledge (2022) to complete the assignment.

https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/video/mindfulness-based-therapy-and-guiding-clients-through-change (https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/video/mindfulness-based-therapy-and-guiding-clients-through-change)

Patient Readiness to Change: What We Know About Their Stages and Processes of Change

Read "Patient Readiness to Change: What We Know About Their Stages and Processes of Change," by Norcross, Cook, and Fuertes, from the American Psychological Association (2022) (24p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2022-68420-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pzh&AN=2022-68420-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping

Read Chapters 2 and 9 in *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* (56p.).

Treatment Planning

Read "Treatment Planning," by Ohrt, Clarke, and Conley, in *Wellness Counseling: A Holistic Approach to Prevention and Intervention* (2018) (21p.).

https://ebookcentral-proquest-com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=5630276&ppg=199 (https://ebookcentral-proquest-com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=5630276&ppg=199)

Assignments:

Mindful Change (Obj. Topic)

The change process is a central component of counseling practice. Your role as a counselor in training includes recognizing and understanding how change can occur for each client you work with.

Watch the video "Mindfulness-Based Therapy and Guiding Clients Through Change" located in the Topic 4 Resources. Then write a brief statement describing your view of the change process.

In 250-500 words, answer the following:

- Describe the intent and purpose of mindfulness practice within the counseling process
- Describe how counselors-in-training can engage in this practice of thoughtfully attending to the clients' underlying needs
- Give examples of additional strategies for how CIT can attend to client's emotional needs when a client is focused on sharing extensive information about the details of their lives
- How might this focus on peripheral details be keeping them stuck or focused solely on their problems?

Include at least three scholarly sources in your response.
Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.
You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.
This assignment is informed by the following CACREP Standards:
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.
2.F.5.h. Developmentally relevant counseling treatment or intervention plans.
2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention.

Discussion Questions:

Topic 4 DQ 1 (Obj. 4.3 and 4.4)

Rewatch your practice session from Topic 3. What is an example of an open-ended question or minimal encourager you used in your recording? Discuss your use of paraphrases and feeling reflections; Where did you see yourself conveying unconditional positive regard? Where did you see yourself using verbal and non-verbal empathy? Write your reflection on your use of empathic question asking that gets to the underlying emotional meaning beyond the content story.
This discussion question is informed by the following CACREP Standard:
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

Topic 4 DQ 2 (Obj. 4.1, 4.2, 4.3, and 4.5)

What are three curious questions you can ask in your next practice session that will facilitate the counseling process focused on exploring the client's needs (met and unmet) as well as onset of concerning experiences (when did you first notice this was happening?) Include a list of universal needs and feelings.
This discussion question is informed by the following CACREP Standards:
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

2.F.5.h. Developmentally relevant counseling treatment or intervention plans.
2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention.

Participation:

Topic 4 Participation : 20.0 points

Topic 5: Reframing the Story

Objectives:

5.1: Explain how to help clients establish priorities and focus on appropriate concerns.

5.2: Determine ways to help a client develop the “real story.”

5.3: Describe strategies for helping clients “reframe the story” and view it from a broader perspective.

5.4: Demonstrate meaningful counseling skills. [CACREP 2.F.5.f, 2.F.5.g]

Topic Materials

Textbooks

Electronic Resources

Counseling Skills and Techniques: Grief and Bereavement Counseling

Watch "Counseling Skills and Techniques: Grief and Bereavement Counseling” (00:54), by Winslade, from Sage Knowledge (2018).

https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/video/counseling-skills-and-techniques-grief-and-bereavement-counseling (https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/video/counseling-skills-and-techniques-grief-and-bereavement-counseling)

The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping

Review Chapter 9 in *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping.*

Training for Teamwork: A Case Study

Watch "Training for Teamwork: A Case Study," by Sudano, Patterson, and Lister, from *Families, Systems, & Health* (2015) (7p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsovi&AN=edsovi.00124787.201509000.00010&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsovi&AN=edsovi.00124787.201509000.00010&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Using Photovoice to Promote Meaning-Making in a Suicide Loss Support Group

Read “Using Photovoice to Promote Meaning-Making in a Suicide Loss Support Group,” by Delgado and Wester, from *Journal of Mental Health Counseling* (2020) (16p.).

https://lopes.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/using-photovoice-promote-meaning-making-suicide/docview/2416853434/se-2?accountid=7374 (https://lopes.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/using-photovoice-promote-meaning-making-suicide/docview/2416853434/se-2?accountid=7374)

Assignments:

Practicing Finding the Meaning Beyond the Story Video (Obj. Topic)

In this topic, you will continue to build rapport and attunement through SOLER, empathic/active listening, paraphrasing, summarizing and open-ended questions while adding empathic curiosity to find the meaning beneath the details of the story. Additionally, by incorporating questions about scaling, onset, duration, frequency, and intensity, the goal is to help the client in discovering feelings and needs related to their experience. You will continue with the same peer from this class acting as the client.
The recording content includes:

- Professional attire
- Focused and clear camera
- Camera focused on Counselor in Training, not the client
- Microphone only picks up your voice and client’s voice
- Recording is 7-10 minutes long

The purpose of these recordings is for each counselor in training to have the opportunity to practice counseling skills. There are particular client scenarios you are asked to not use in order to avoid potential triggers.

Client scenarios should not include the following:

- Clients with any type of addiction/substance use issues
- Clients with eating disorders/disordered eating practices
- Clients with self-harming issues
- Clients with suicidal or homicidal ideations
- Clients expressing issues of domestic violence
- Clients expressing sexual abuse
- Clients disclosing any type of criminal acts
- Clients disclosing any type of traumatic experience

Part One: GCU Counseling Mock Session Informed Consent to Record

You will be paired with another student in your class to do the series of mock sessions in this course. Each student will fill out the "GCU Counseling Mock Session Informed Consent to Record" Form located in the Class Resources. Make sure the volunteer initials each section and signs and dates the form. The form must be completed prior to recording any sessions with the volunteer. Upload this form into the assignment forum as an attachment.

***Important Note**: Only adults can be used as volunteers. The volunteer must present a mock problem for you to practice the skills. Please confirm the session is a mock session. This session is to practice basic skills which will build upon as you work towards practicum and internship experience with real scenarios. Focus on the skills development rather than resolving the client's concern.

Part Two: Record a Recording Session Using Zoom

Record this "session" with your volunteer using your **GCU Zoom account**. This recording should be between 7-10 minutes in length. In this recording, you will be practicing the skills learned in Topic 1-4: Empathic questions that help guide the client to the underlying emotional meaning beyond the content of the story. Focus on paraphrasing and feeling reflection, open ended questions including scaling, onset, duration, frequency, and intensity. Seek to understand the unmet need of the client, while providing unconditional positive regard in a nonjudgmental environment.

- Demonstrates the ability to verbally explain the limitations of confidentiality to the client before continuing the session.
- Demonstrate ability to welcome the client and start the session with a curious question.
- Demonstrate ability to summarize what was discussed in the previous session and check in with client to see if that is what they would like to continue working on today.
- Demonstrate SOLER skills.

- Demonstrate empathic/active listening through attentive body language and verbal minimal encouragers.
- Demonstrate an understanding of content and emotions through reflection.
- Demonstrate the ability to use open-ended questions to elicit information about the problem including scaling, onset, frequency, duration, and intensity and move the session forward.

Part Three: Counseling Skills Reflection

Complete and submit the "Counseling Skills Recording Link Submission" document by evaluating the skills you demonstrated in the recording. Review each skill and provide a few specific examples of each skill in the comments section. Make sure to complete Part 2 of the "Counseling Skills Reflection Recording Link Submission" document to provide a narrative review of strengths and areas of growth. Make sure to add a link to the recorded Zoom session before submitting this document. In addition, submit a completed copy of the "GCU Counseling Mock Session Informed Consent to Record" form.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

This assignment is informed by the following CACREP Standards:

2.F.5.f. Counselor characteristics and behaviors that influence the counseling process.

2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

Discussion Questions:

Topic 5 DQ 1 (Obj. Topic)

Identifying the "real story" is important for effective counseling. What skills can you use to help your client prioritize and focus on their specific concerns related to the problem? For example, a client comes in and reports being stressed out at work, behind on personal responsibilities at home, consistent conflict with partner, and struggles financially. What is an empathetic statement you could make? What is a question you can ask to help the client focus on the most-concerning issue? What is a question you could ask to scale the level of anxiety around this topic? Once you identify the most concerning issue, how would you scale the intensity and paraphrase in attempt to explain the bigger picture? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.

The discussion question is informed by the following CACREP Standards:

2.F.5.f. Counselor characteristics and behaviors that influence the counseling process.

2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

Topic 5 DQ 2 (Obj. 5.1, 5.3, and 5.4)

If your client tells you they have depression and you have scaled it, what question might you ask to establish onset? What question might you ask to establish frequency? What question might you ask to establish duration? What question might you ask to establish intensity? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standards:
2.F.5.f. Counselor characteristics and behaviors that influence the counseling process.
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

Participation:

Topic 5 Participation : 20.0 points

Topic 6: Identifying Possibilities and Setting Goals

Objectives:

6.1: Identify strategies for instilling hope. [CACREP 2.F.5.g]

6.2: Evaluate strategies for identifying new possibilities. [CACREP 2.F.5.g]

6.3: Discuss guidelines for helping clients identify goals for application of reframing and meaning making and resilience. [CACREP 2.F.5.g]

6.4: Identify resilience and strengths amidst negative thinking patterns and emotional dysregulation. [CACREP 2.F.5.g]

6.5: Identify one possible model of counseling you may use as a counselor. [CACREP 2.F.5.n]

Topic Materials

Textbooks

Electronic Resources

Hope for the Hurting: Strategies for School Counselors Working With Heartbroken Students

Read “Hope for the Hurting: Strategies for School Counselors Working With Heartbroken Students,” by Dameron and Curtis, from *Journal of School Counseling* (2020) to successfully complete the Topic 6 Discussion Question 1 (28p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=141871987&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=141871987&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Instilling Hope

Read “Instilling Hope,” by Jorgensen and Wester, from *Counseling Today* (2021) to successfully complete the Topic 6 Discussion Question 1 (3p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=151729491&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=151729491&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Narrative Counseling Following a Late-Career Job Loss (Session 2 of 3)

To successfully complete the Topic 6 Discussion Question 2, watch session 2, “Narrative Counseling Following a Late-Career Job Loss” (00:43), from the PsycTHERAPY database (2011).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700329-001 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700329-001)

The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping

Read Chapter 10 in *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* (37p.).

Assignments:

Discussion Questions:

Topic 6 DQ 1 (Obj. 6.1, 6.2, 6.4, and 6.5)

Read the articles “Instilling Hope” and “Hope for the Hurting: Strategies for School Counselors Working With Heartbroken Students” located in the Topic 6 Resources.

As professional counselors, we are committed to acting with purpose and intention. Furthermore, we should be purposeful in using evidence-based practice as we work with our clients to affirm their resilience and empower them to face their life-challenges with hope leading to action. Refer back to your theories course and identify 1-2 counseling theories that you aligned most with and can see yourself using in practice. Describe how you would apply your chosen theories to work with a client who has just shared information with you about a personal loss (e.g., death of a loved one, moving to a new state, a recently ended relationship). Identify the emotions you anticipate the client would express. How would you identify the clients' strengths to manage the losses they are experiencing? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard: 2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

Topic 6 DQ 2 (Obj. 6.2, 6.3, 6.4, and 6.5)

View "Narrative Counseling Following a Late-Career Job Loss" in the Topic 6 Resources to complete this discussion question.
What observations did you make regarding the counselor working with the client who is navigating late-career job loss? How well did the counselor explore the client's emotional processing of their job and what did the counselor do to reframe the client's story? How would you work with this client to validate their emotional responses and convey understanding? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standard: 2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

Participation:

Topic 6 Participation : 20.0 points

Topic 7: Implementing the Plan

Objectives:

7.1: Explain the implementation of an action plan.

7.2: Discuss institutional and societal barriers to change and advocacy processes to address barriers. [CACREP 2.F.1.e, 5.C.3.e]

7.3:

Evaluate strategies for helping clients accomplish their goals. [CACREP 2.F.5.g, 2.F.5.h, 2.F.5.i]

7.4: Identify an ethical plan and strategies to help clients become aware of and access community resources. [CACREP 2.F.5.k]

7.5: Demonstrate strategies and skills to create developmentally appropriate prevention and/or intervention goals. [CACREP 2.F.5.h]

7.6: Develop meaningful advanced counseling skills for challenging clients to change. [CACREP 2.F.5.f, 2.F.5.g]

7.7: Identify ways to help clients challenge their blind spots and move to new perspectives. [CACREP 2.F.5.f, 2.F.5.g]

Topic Materials

Textbooks

Electronic Resources

Disabling Barriers in the Person-Centered Counseling Relationship

To complete the Topic 7 Discussion Question 2, read "Disabling Barriers in the Person-Centered Counseling Relationship," by Johnson, from *Person-Centered & Experiential Psychotherapies* (2011) (14p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=67247344&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=67247344&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Online Counselling and Goal Achievement: Exploring Meaningful Change and the Types of Goals Progressed by Young People

Read "Online Counselling and Goal Achievement: Exploring Meaningful Change and the Types of Goals Progressed by Young People," by Jacob, Costa da Silva, Sefi, and Edbrooke, from *Counselling & Psychotherapy Research* (2021) (11p.).

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(https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=151354518&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping

Read Chapter 11 in *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* (39p.).

Working Toward a Solution-Focused Goal

To effectively complete the Topic 7 Discussion Question 1, read "Working Toward a Solution-Focused Goal," from *Counseling Today* (2022) (1p.).

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Assignments:

Practicing Action Planning Video* (Obj 7.1, 7.6, and 7.7)

In Topic 7 you will be demonstrating the practice of fundamental counseling skills learned throughout this course. In addition to skill practiced in previous recordings, you will add the skills of reframing, resilience, and regulation. While the content of this final recording integrates practice concepts from previous recordings, this culminating recording provides you the opportunity to practice synthesizing this together into one coherent session.

The recording content includes:

- Professional attire
- Focused and clear camera
- Camera focused on Counselor in Training, not the client
- Microphone only picks up your voice and client's voice
- Recording is 15-20 minutes long

Part One: GCU Counseling Mock Session Informed Consent to Record

You will be paired with another student in your class to do the series of mock sessions in this course. Each student will fill out the "GCU Counseling Mock Session Informed Consent to Record" Form. Make sure the volunteer initials each section and signs and dates the form. The form must be completed and in your hand prior to recording any sessions with the volunteer. Upload this form into the assignment forum as an attachment.

Important Note: Only adults can be used as volunteers. The volunteer must present a mock problem for you to practice the skills. Please confirm the session

is a mock session. This session is to practice basic skills which will build upon as you work towards practicum and internship experience with real scenarios. Focus on the skills development rather than resolving the client's concern.

Part Two: Record a Recording Session Using Zoom

Record this "session" with your volunteer using your **GCU Zoom account**.

This recording should be between 15-20 minutes in length. In this recording, you will continue to practice seeking to understand the unmet need of the client, while providing unconditional positive regard in a non-judgmental environment. As you continue to use skills from previous sessions, you will also practice ways you can encourage the client to reflect on reframing, resilience, coping skills and emotion regulation inside the session and outside the session.

Since this is a culmination recording, please add the "GCU Counseling Mock Session Informed Consent to Record" form from Topic 2 as you open this session.

- Demonstrate ability to welcome the client, review limitations of confidentiality and start the session with a curious question.
- Demonstrate ability to summarize what was discussed in the previous session and check in with client to see if that is what they would like to continue working on today.
- Demonstrate SOLER skills.
- Demonstrate empathic/active listening through attentive body language and verbal minimal encouragers.
- Demonstrate an understanding of content and emotions through reflection.
- Demonstrate the ability to use open-ended questions to elicit information and move the session forward.
- Demonstrate the ability to discover unmet needs and help client find ways to meet those needs.
- Demonstrate the ability to reframe with the client.
- Demonstrate the ability to reveal resilience in the client and focus on additional resilience skills.
- Demonstrate the ability to introduce coping skills and/or regulation skills with the client in session that can also be practiced outside of session.
- Summary of session and checking in with the client around session progress.
- Inclusion of relevant homework/coping skills (action plan) linking current session with client's stated hope for personal growth.

Part Three: Counseling Skills Scale Reflection

Complete and submit the "Counseling Skills Reflection Recording Link Submission" document by evaluating the skills you demonstrated in the

recording. Review each skill and provide a few specific examples of each skill in the comments section. Make sure to complete Part 2 of the "Counseling Skills Reflection Recording Link Submission" document to provide a narrative review of strengths and areas of growth. Make sure to add a link to the recorded Zoom session before submitting this document. In addition, submit a completed copy of the "GCU Counseling Mock Session Informed Consent to Record" form.
This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.
*This assignment is recommended as a representative artifact in your e-Portfolio.
This performance assessment assesses the Key Performance Indicator (KPI) for Counseling & Helping Relationships.
This assignment is informed by the following CACREP Standards:
2.F.5.f. Counselor characteristics and behaviors that influence the counseling process.
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.

Discussion Questions:

Topic 7 DQ 2 (Obj. 7.1, 7.2, 7.3, 7.4, 7.5, and 7.7)

Read “Disabling Barriers in the Person-Centered Counseling Relationship” in the Topic 7 Resources to successfully answer this discussion question. Outline a counseling skill (counselor intervention) that would help to disable barriers. How can you empower a client to build supports in their life outside of the counseling session? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standards:
2.F.1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
2.F.5.f. Counselor characteristics and behaviors that influence the counseling process.
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.
2.F.5.h. Developmentally relevant counseling treatment or intervention plans.
2.F.5.i. Development of measurable outcomes for clients.
2.F.5.k. Strategies to promote client understanding of and access to a variety of community based resources.
5.C.3.e. Strategies to advocate for persons with mental health issues.

Topic 7 DQ 1 (Obj. 7.1, 7.2, 7.3, 7.4, 7.5, and 7.6)

Framing a client’s resilience amidst a problem-saturated narrative can present challenges to counselors in training. Read “Working Toward a Solution-Focused Goal,” by Coulter, from *Counseling Today* (2022) located in the Topic 7

Resources.
Then describe three strategies you will apply in session with a client who expresses hopelessness around their goals. What counseling skills will you use to affirm their needs are understood? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.
This discussion question is informed by the following CACREP Standards:
2.F.1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
2.F.5.f. Counselor characteristics and behaviors that influence the counseling process.
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills.
2.F.5.h. Developmentally relevant counseling treatment or intervention plans.
2.F.5.i. Development of measurable outcomes for clients.
2.F.5.k. Strategies to promote client understanding of and access to a variety of community based resources.
5.C.3.e. Strategies to advocate for persons with mental health issues.

Participation:

Topic 7 Participation : 20.0 points

Topic 8: Termination and Maintenance

Objectives:

8.1: Describe the successful termination of the client relationship.

8.2: Discuss strategies for maintaining client change.

8.3: Identify resiliency skills that a client will need to maintain change.

8.4: Explain the practice of consultation as a counselor. [CACREP 2.F.5.c]

8.5: Identify strengths and areas of growth related to counseling skills and dispositions. [CACREP 2.F.5.a]

8.6: Discuss the role of supervision to support effective and ethical counselor development during practicum, internship, and professional practice. [CACREP 2.F.1.m]

8.7:

Identify the role of the counselor in the counseling process within community or private mental health systems. [CACREP 2.F.1.b, 5.C.2.a, 5.C.3.d, 5.C.3.e]

Topic Materials

Textbooks

Electronic Resources

Ending Counseling Relationships

Read “Ending Counseling Relationships,” by Jorgensen and Wester, from *Counseling Today* (2022) (3p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=158303707&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=158303707&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Ethical Endings

Read “Ethical Endings,” by Finlay, from *Practical Ethics in Counselling and Psychotherapy: A Relational Approach* (2019) (18p.).

https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/practical-ethics-in-counselling-and-psychotherapy/i373.xml (https://lopes.idm.oclc.org/login?url=https://sk-sagepub-com.lopes.idm.oclc.org/books/practical-ethics-in-counselling-and-psychotherapy/i373.xml)

Implications of Clinically Significant Change Research for Evidence-Based Counseling Practice

Read “Implications of Clinically Significant Change Research for Evidence-Based Counseling Practice,” by Hatchett, from *Journal of Counseling & Development* (2021) (9p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=152574837&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=152574837&site=ehost-live&scope=site)

Making Every Moment of Clinical Supervision Count

Read "Making Every Moment of Clinical Supervision Count," by Warner, from *Counseling Today* (2022) (4p.).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=154751988&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=154751988&site=ehost-live&scope=site)

Assignments:

Elements of a Successful Therapeutic Relationship* (Obj. 8.4, 8.5, 8.6, and 8.7))

The textbook and the readings for this course describe some of the key elements and skills for developing a successful therapeutic relationship. In addition, counselors in training have practiced these skills in various mock sessions throughout the course and have begun to develop a professional counselor identity.

Write a 1,200-1,500-word analysis that describes the characteristics and roles you hope to embody as a counselor and the counselor dispositions that you want to bring with you. You may write in the first person for this assignment. Include the following in your analysis:

- Your role as a clinical mental health counselor or school counselor in the agency, school, and/or community you serve. Include strategies for collaborating and consulting with behavioral health care professionals. Refer to the importance of certification and licensure related to your role and professional identity.
- Strategies to develop a counselor identity that fosters leadership, advocacy and provides services as a licensed professional counselor or school counselor for persons with mental health issues.
- Depending on your program of study, refer to the GCU "SC Professional Dispositions of Learners" or the GCU "Counselor Dispositions" located in the Class Resources when completing this assignment. Consider your development regarding the dispositions related to your field of study and the ways in which you incorporated them into the counseling relationship during mock sessions. Provide specific evidence where you used three dispositions in the mock sessions.
- Reflecting on your mock sessions, list counseling skills practiced denoting which skills came naturally and which presented opportunities for improvement. Provide specific evidence where you used counseling skills in the mock sessions.
- How would theory help you develop a personal model of counseling?

- How will you utilize supervision as you move into practicum, internship, and post graduate clinical work?
- Include a minimum of five scholarly sources.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Course Resources if you need assistance.

*This assignment is recommended as a representative artifact in your e-Portfolio.

This performance assessment assesses the Key Performance Indicator (KPI) for Professional Counseling Orientation & Ethical Practice.

This assignment is informed by the following CACREP Standards:

2.F.1.b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.

2.F.1.m. The role of counseling supervision in the profession.

2.F.5.a. Theories and models of counseling.

2.F.5.c Theories, models, and strategies for understanding and practicing consultation.

5.C.2.a. Roles and settings of clinical mental health counselors.

5.C.2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

5.C.3.d. Strategies for interfacing with integrated behavioral health care professionals.

5.C.3.e. Strategies to advocate for persons with mental health issues.

Discussion Questions:

Topic 8 DQ 2 (Obj. 8.1 and 8.2)

Read “Ending Counseling Relationships” in the Topic 8 Resources to successfully complete this discussion question. Then, in 400 words or less, write a statement you would use with a client whom you have worked with weekly over the past six months who is concluding treatment. What will you emphasize? What resources should you include?

Topic 8 DQ 1 (Obj. 8.2 and 8.3)

You want clients to leave counseling with solutions for the dilemmas that initially brought them to counseling. You also want them to learn resiliency skills that will help them master future challenges. What are some skills or resources that you would like clients to learn in the counseling process? How would you model these with the client? Include at least one scholarly source to support your response. Cite any scholarly references accordingly using in-text citations and a reference list.

Participation:

Topic 8 Participation : 20.0 points

Gradebook

Assignment	**Topic Due**	**Non Trad Points**
Identity and Licensure Recording (Obj. Topic)	Topic 1	50
Introducing the Counseling Relationship Recording (Obj. Topic)	Topic 2	50
Practicing SOLER, Active Listening, Empathetic Listening, Probing, and Summarizing Video* (Obj. Topic)	Topic 3	150
Mindful Change (Obj. Topic)	Topic 4	50
Practicing Finding the Meaning Beyond the Story Video (Obj. Topic)	Topic 5	150
Practicing Action Planning Video* (Obj 7.1, 7.6, and 7.7)	Topic 7	200
Topic 7 Quiz	Topic 7	10
Elements of a Successful Therapeutic Relationship* (Obj. 8.4, 8.5, 8.6, and 8.7))	Topic 8	100
Discussion Questions	Topics 1-8	80
Participation	Topics 1-8	160
Total		1000

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