Department of Counseling  
CNS 739: Advanced Skills and Crisis Management  
Fall 2015

Class Meetings: Mondays 4:30-7:00 pm, 205 Carswell Hall

Course Description:
This course focuses on expanding the development of your counseling Skills (as begun in CNS 737), with a particular emphasis on the knowledge, skills, and awareness needed to work effectively with clients who may be in crisis. To better assist your clients in the future, this course will also place a high priority on each student’s ability to develop a greater sense of self-awareness and introspection. As a central element of counseling and specifically crisis intervention is sitting with, holding, and tolerating intense emotional experiences, this course will enhance your own ability to experience, and assist others in experiencing, a full range of human emotions.

Readings:
Readings will be assigned by the instructor throughout the semester.

Learning Objectives:
This course has two primary and related objectives: I) To further develop your overall existing counseling skills; and, II) To provide specific training in managing crisis situations within a counseling setting.

I. Advanced Counseling Skills

A. Students will continue to learn and practice counseling microskills, including the following:

\begin{itemize}
  \item Attending
  \item Opening and Closing
  \item Active Listening
  \item Invitational Skills
  \item Reflecting Skills
  \item Reflecting Feelings
  \item Reflecting Meaning
  \item Reflection of Content
  \item Self-Disclosure
  \item Process Awareness
  \item Rapport Building
  \item Solution-Focused
\end{itemize}

\begin{itemize}
  \item Minimal Encouragers
  \item Challenging Skills
  \item Goal Setting
  \item Providing Feedback
  \item Paraphrasing
  \item Confrontation
  \item Summarizing
  \item Noting Discrepancies
  \item Reframing
  \item Use of Silence
  \item Empathizing
  \item Termination G.5.b.,G.5.c
\end{itemize}

B. Students will develop an awareness of the implications of counselor and client characteristics and their effect on the helping process (i.e., age, gender, culture, verbal and nonverbal behaviors, ethical and legal issues, capabilities, developmental level, etc.). G.5.b.
C. Students will learn to deepen their awareness of themselves and the influence of their own thoughts, feelings, and behaviors on the counseling process and relationship. G.5.b.

D. Students will learn the conditions under which particular theoretical models and techniques can be utilized most effectively. G.5.d.

E. Students will demonstrate the ability to conduct an effective counseling interview. G.5.c.

F. Students will develop increasing awareness of importance of developing and maintaining relationships with other human service providers. G.1.b

II. Crisis Management

A. Students will gain an understanding of the basic theories of crisis intervention. G.5.g.

B. Students will understand how to conduct appropriate assessments in crisis situations, demonstrate knowledge of the effects of crisis on persons of all ages/developmental levels, will be able to demonstrate effective intervention skills, and will learn strategies for assessing the effectiveness of their interventions. G.3.c.

C. Students will become particularly skilled in conducting a suicide risk assessment, developing specific interventions related to suicide, and consider the effects of completed suicide on others. G.5.g.

D. Students will develop awareness of the roles of the counselor within a larger crisis management team during local, regional, and/or national crises. G.1.c.

Course Requirements

Professionalism requires accepting personal responsibility for your growth, and respecting others’ rights to do the same. Courtesy, collegiality, and respect for conflicting opinions are expected. In addition, it is expected that all work submitted will be original, complete, and neatly presented.

1. Attendance and Participation
   Experiential class and dyadic/triadic processing activities that provide opportunities to interact with and learn from peers are significant factors in your educational growth and development. You are expected to attend class regularly and participate in class discussions, class/dyad/triad experiences, and presentations. You cannot pass this course without active participation in all components. Practice outside of class is not graded, but is strongly suggested. If you cannot attend a class session because of an emergency, please contact me. Missing more than one class session may result in a grade reduction. It is your responsibility to obtain missed notes and assignments. Missing more than 3 classes will result in failure of the course.

2. Skill Competence
   You must demonstrate competence in the various skills and stages of counseling. Skill competency assessment will be based on video recorded interviews and written reports.
Activities will include those in class and ongoing counseling dyads/triads. You will be assessed on your ability to incorporate skills and techniques discussed in class into your own helping style, your ability to assess the appropriateness and inappropriateness of skills in your own helping style, and on your awareness of ethical and diversity issues which impact the helping relationship. **Failing to meet these criteria will result in a non-passing grade, regardless of the point total.**

3. **Informed Consent**
   To participate in class, you must sign and return to me the attached Informed Consent form.

4. **Confidentiality and Classroom Behavior**
   Due to the nature of this course, it is imperative that the classroom is a safe space for personal exploration and growth. Students are expected to practice classroom confidentiality. Whatever is discussed during class time is expected to remain in the classroom. Students are expected to remain respectful during class time discussions. Additionally, diversity and cultural awareness are core components of this course, and it is expected that the classroom will be a safe and respectful environment for everyone. When value differences arise, respectful communication is expected. Professional, ethical conduct is mandatory.

5. **Academic Integrity**
   Students are expected to comply with the Wake Forest University honor code. All work must be your own. When writing or presenting ideas that are not your own, proper citations should be used. Failure to give credit where it is due is plagiarism, a violation of the honor code which will result in a failing grade. For information on the WFU honor code policy, please visit this link: [http://services.studentlife.wfu.edu/judicial-affairs/for-students/](http://services.studentlife.wfu.edu/judicial-affairs/for-students/)

**Assignments**
Assignments are due at the beginning of the class period for which they are assigned. Late assignments will result in a 10% grade reduction for each day they are late.
1. **Midterm Video, Transcript, Overview Paper, and Process Evaluation – 30 Points**

   Each student should turn in a recording of a session you will record with a classmate from this course. The recording should be 30-45 minutes in length. Details will be discussed further in class. You are expected to choose a recording that best represents your understanding and use of counseling skills. You will meet individually with the instructor to discuss this assignment after it has been graded. Please come to our meeting prepared to discuss your strengths and areas for further development. Failure to attend this meeting during your assigned time slot will result in failure of the assignment.

2. **Final Video, Transcript, Overview Paper, and Process Evaluation – 35 Points**

   Each student should turn in a recording of a session you will record with an assigned actor from the drama department. This session will focus on your ability to appropriately assess and respond to a suicidal client. The recording should be 30-45 minutes in length (recording times will vary based on how your actor portrays the client). You are expected to represent your understanding and use of counseling skills and suicide response. You will meet individually with the instructor to discuss this assignment after it has been graded. Please come to our meeting prepared to discuss your strengths and areas for further development. Failure to assess suicidality, respond to suicidality, or attend a meeting during your assigned time slot will result in failure of the assignment.

3. **Research Paper – 35 Points**

   The purpose of this research paper is for you to explore in greater depth a topic in advanced skills and/or crisis counseling that you find interesting. Many students enjoy the freedom to independently explore topics that interest them, and this assignment is designed to facilitate that process. You will write a 4-5 page research paper on a related topic of your choice, which must be approved by the instructor.

   For this paper, you must include 3-5 articles from professional, peer-reviewed counseling and psychology-based journals. At least 2 of the articles must be from studies in which quantitative or qualitative data was collected. Your tasks are to study a current issue related to advanced skills and/or crisis counseling and discuss implications for information presented in the literature. The paper should conform to APA guidelines, which can be found in the APA publication manual (6th edition).

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**Research Paper Points**
At least 3 references (2 empirical i.e. quantitative/qualitative research) and APA style 5

Clear topic and rationale (1-2 paragraphs) 5
• This introductory section sets the tone, should engage the reader. It announces what your topic is and why the reader should care about your topic

Student summarizes literature appropriately (2-3 pages) 15
• Describes research questions and methods and/or thesis/main points of each article
• Describes key findings of each article
• Compares/contrasts the articles (in other words, synthesize and summarize the similarities and differences between your articles)

Limitations of research briefly discussed (1-2 paragraphs) 5
• All research always has limitations: how could the study design/methods/review of the literature/intervention be improved?
• What important information was not included/What was included that seemed less relevant?

Implications are clearly drawn from available evidence (NOW WHAT) (1 page) 5
• Includes implications for you as a counselor and all counselors
• Includes gaps in the literature and ideas for future research

Total: 35

FOR ALL VIDEO-RECORDED ASSIGNMENTS:
You should turn in a full transcript of the recording. On the transcript, identify each skill used. You may also identify areas in which you think different skills may have been more effective. Turn in an overview paper evaluating your skills in the session. You must turn in a complete recording, transcript, and overview paper to receive any points – none will be accepted without the others. Your transcript must be easily readable, free of spelling mistakes, and an accurate reflection of the content of your recording. For your midterm and final videos, please mark a 15-minute section (on the video and transcript) that you think best represents your use of counseling skills.
You must demonstrate competence in the various skills and stages of counseling. Skill competency assessment will be based on your recorded interviews and written reports. You will be assessed on your ability to incorporate skills and techniques discussed in class in your own helping style, your ability to assess the appropriateness and inappropriateness of skills in your own helping style, and on your awareness of ethical and diversity issues which impact the helping relationship. Failing to meet these criteria will result in a non-passing grade.

**SAMPLE TRANSCRIPT**

<table>
<thead>
<tr>
<th>Counselor</th>
<th>Transcript</th>
<th>Skill</th>
<th>Alternate Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It seems to you as though nothing in your life is under your control right now. You feel scared.</td>
<td>Paraphrase</td>
<td>Feeling Reflection</td>
</tr>
<tr>
<td>Client</td>
<td>Yes, that’s exactly it. I don’t know how I let things get so out of control. I just wish things were different.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>You don’t like the direction you’re life has gone. You feel sad.</td>
<td>Paraphrase</td>
<td>Feeling Reflection</td>
</tr>
<tr>
<td>Client</td>
<td>I guess I do feel sad… I never thought of it that way. How did I get here? (client begins to cry)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>You don’t know where to go from here.</td>
<td>Paraphrase</td>
<td>You feel sad right now.</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
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</tbody>
</table>

**SCHEDULE – Counseling Skills Course**

6
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td>Syllabus, Classroom norms, Review of skills</td>
<td></td>
</tr>
<tr>
<td>9/7</td>
<td>Labor Day – NO CLASS</td>
<td>Research paper topics due by email</td>
</tr>
<tr>
<td>9/14</td>
<td>Actors come for intro Goal Setting</td>
<td>Young, 10, 11, 13, 14</td>
</tr>
<tr>
<td>9/21</td>
<td>Crisis Counseling (Actors)</td>
<td>James, 1, 5</td>
</tr>
<tr>
<td>9/28</td>
<td>Grief and Loss – Ed Shaw</td>
<td>James, 12</td>
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<tr>
<td></td>
<td></td>
<td>Research papers due</td>
</tr>
<tr>
<td>10/5</td>
<td>Counseling Children/School Crisis</td>
<td>James, 13</td>
</tr>
<tr>
<td>10/12</td>
<td>Domestic Violence (Actors)</td>
<td>James, 9, 10</td>
</tr>
<tr>
<td>10/19</td>
<td>Domestic Violence (Actors)</td>
<td>Midterm videos due</td>
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<tr>
<td>10/26</td>
<td>Process Evaluation Meetings</td>
<td></td>
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<tr>
<td>11/2</td>
<td>Large Scale Crisis/Trauma – Donna/Sam</td>
<td>James, 17</td>
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<tr>
<td>11/9</td>
<td>Suicide – James Raper (Actors)</td>
<td>James, 8</td>
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<tr>
<td>11/16</td>
<td>Suicide (Actors)</td>
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<tr>
<td>11/23</td>
<td>Skills practice</td>
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<td>11/30</td>
<td>Advocacy, Self Care, Burnout</td>
<td>James, 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final videos due</td>
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<tr>
<td>12/7</td>
<td>Process Evaluation Meetings</td>
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</tbody>
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**NOTES**
Accommodation of Student Need
Wake Forest University recognizes its responsibility for creating and institutional climate in which students with differing needs and abilities can thrive. In accordance with university policy, any student requiring accommodations for psychological, medical, or learning disabilities in order to complete the requirements of the course is encouraged to discuss his or her needs with the instructor at the beginning of the semester. This notification will allow for such accommodations to be made in a timely manner and consistent with the student’s needs. Additionally, please contact the Learning Assistance Center (LAC) at the beginning of the semester. Students with documented disabilities must verify their eligibility through the LAC in 117 Reynolda Hall, (336) 758-5929.

Grades
Assignments will not be accepted after the posted due date without a phone or in-person conference, which must be arranged prior to the class session on the due date. Extra credit is neither given nor accepted.

Course Changes
The course schedule, requirements, and procedures are subject to change at the discretion of the instructor in the event of extenuating circumstances.

Electronic Communication Devices
Due to the experiential nature of this course, no note-taking on computers is permitted. Additionally, the use of cell phones or other electronic devices unrelated to the course is inadmissible during class time.

Emergency Contingency Plan
In the event that the University is closed for an emergency or pandemic, students will be able and expected to keep up with their coursework, as all documents and materials will be made available online on the course website. It is suggested that all materials be downloaded. Student work will be submitted via email, and the instructor will be available via email. If Internet access is limited, work can be submitted via snail mail to the instructor’s office address. If there is a continued need to cancel class, the due dates for assignments may be pushed back.
INFORMED CONSENT

I agree to participate in the counseling experience as explained by the professor and outlined in the current course syllabus for CNS 739 Advanced Skills and Crisis Management. I understand and agree to abide by the responsibilities of counselors and participants as described in the course syllabus and by the ACA Code of Ethics and Standards of Practice. I understand that the purpose of the counseling dyads/triads is to enable me to experience and discuss counseling processes, assess and improve my interpersonal counseling skills, and discover effective and appropriate ways to apply sills and techniques in my counseling work.

I understand that I will be asked to serve as a counselor and a participant in counseling dyad/triad sessions. I understand the purpose of the counseling dyad/triad is not to provide or receive psychotherapy. I understand that I may be challenged to explore my thoughts, feelings, and behavior as a counselor and as a participant, and this may lead to new awareness and insight, which at times may cause discomfort. I understand that I am never obligated to share anything with the counselor or class that I do not wish to share. I am aware that I have access to the professor to discuss any issues that concern me or may interfere with my full participation in the counseling dyads/triads.

I agree to do the upmost to maintain the confidentiality of the counseling dyads/triads. This means I will not discuss outside the counseling session/class what transpires within the counseling dyads/triads without the permission of the other participant(s). I understand that while confidentiality of the counseling dyads/triads will be strongly encouraged it cannot be guaranteed. I understand that there are certain situations in which information may be released without my consent, such as situations in which there is clear and imminent danger to myself or another.

I understand that there may be times that the professor will seek consultation from other professionally competent faculty members or supervisors regarding my counseling skills and performance. This consultation may include viewing my recorded sessions when I am in the counselor role. Information obtained in this consulting relationship will be discussed for educational and training purposes with the consultant(s) in order to obtain an additional perspective in evaluating my counseling skills and performance.

I hereby acknowledge that I have read, fully understand, and agree to the conditions described in this form and freely give my consent to participate.

Student’s Signature__________________________________________ Date_____________