



Syllabus



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CNS-310: Counseling Theories for the Faith Community

Course Description

This course will investigate a range of counseling theories and techniques to prepare nurses to assist individuals and families to deal with the complexities of life. Skills for assessing and helping different age groups will be included. Experiential learning will be part of this class.

Course Outline

During this course you will work through this carefully sequenced series of Workshops.

- Workshop One: Mind Body Spirit
- Workshop Two: Helping Skills
- Workshop Three: Theories of helping
- Workshop Four: Helping Across the Family Life Cycle
- Workshop Five: Individual and Family Assessment
- Workshop Six: Working with Individuals and Families

Student Learning Outcomes

Upon successful completion of this course you should be able to:

1. Explore the nature of the helping relationship within the confines of faith and psychology.
2. Demonstrate attending skills of listening, responding, paraphrasing and confronting.
3. Utilize appropriate theories and techniques in the helping relationship.
4. Assess individuals and families stage of development and potential transition problems.
5. Develop an assessment plan to work with individuals and families at different ages and stages.

Course Materials

Okun, B. and Kantrowitz, R. (2015). *Effective helping: Interviewing and counseling techniques* (8th ed.). Belmont, CA: Brooks Cole.

INDIANA WESLEYAN UNIVERSITY DISCLAIMER ON RESOURCES

To The Student And Professor:

The fact that these resources are being used as textbooks, resources or references, does not necessarily mean that Indiana Wesleyan University wholly endorses the content from the standpoint of morals, philosophy, theology, or scientific hypothesis. It is sometimes necessary to use resources whose contents the University cannot wholly endorse because no entirely satisfactory resource is available or because some of the material in the resource is of importance to the proper understanding of a course.

Estimated Time to Allot for Course Completion

You will spend approximately three hours online for CNS-310 and an additional five to 10 hours preparing via readings and completion of assignments. That is a total of 8 -13 hours per week. This is only an estimate that is considered to be the "average amount of time a student needs to spend on course in order to be successful". If you already have considerable background in this area, you may spend somewhat less time; however, if all of the information is new to you, then you will likely have to spend more time.

Formatting Requirements

Statement of Academic Honesty:

You must include the following statement on the last page of all written assignments/projects that you submit to your professor. It is not necessary to include on discussion postings.

I have read and understand the plagiarism policy as outlined in the syllabus and the sections in the Student Bulletin relating to the IWU Honesty/Cheating Policy. By affixing this statement to the title page of my paper, I certify that I have not cheated or plagiarized in the process of completing this assignment. If it is found that cheating and/or plagiarism did take place in the writing of this paper, I understand the possible consequences of the act/s, which could include expulsion from Indiana Wesleyan University.

Course Assessment

The methods for assessment and criteria for grading assignments are:

- Exams and quizzes over text and other materials
- Online Discussions
- Group presentation

The standardized grading scale provides a uniform foundation from which to assess your performance.

Letter Grade	GPA Points	Percentage	Actual Points
A	4.0	95 - 100	950 - 1000
A-	3.7	92 - 94.99	920 - 949

Grade	Quality Points	Percentage	Score Range
B+	3.3	89 - 91.99	890 - 919
B	3.0	85 - 88.99	850 - 889
B-	2.7	82 - 84.99	820 - 849
C+	2.3	79 - 81.99	790 - 819
C	2.0	75 - 78.99	750 - 789
C-	1.7	72 - 74.99	720 - 749
D+	1.3	69 - 71.99	690 - 719
D	1.0	65 - 68.99	650 - 689
F	0.0	0 - 64.99	0 - 649

Point Distribution for entire course:

Workshop	Discussions	Papers	Midterm Exam	Grading
Workshop One	20	80		
Workshop Two	20	80		
Workshop Three	20	80	100	
Workshop Four	20	80		
Workshop Five	20	80		
Workshop Six	20	80		

TOTAL	120	480	100	

Workshop One Outline

Title	Due Dates
1.1 Discussion: The Human Relations Counseling Model	Your initial post is due by the end of the fourth day of the workshop, your classmates' postings, as well as all follow-up instructor questions directed to the workshop.
1.2 Assignment: Paper	Due by the end of the workshop.
1.3 Discussion: Helping Process	Your initial post is due by the end of the fourth day of the workshop, your classmates' postings, as well as all follow-up instructor questions directed to the workshop.
1.4 Assignment: Emotional Help	Due by the end of the workshop.
1.5 Assignment: Reflection Paper - Communication	Due by the end of the workshop.
Totals	

Workshop Two Outline

Title	Due Dates
2.1 Discussion: Helper Self-Assessment	Your initial post is due by the end of the fourth day of the workshop, your classmates' postings, as well as all follow-up instructor questions directed to the workshop.
2.2 Assignment: Paper	Due by the end of the workshop.
2.3 Discussion: Barriers to Effective Communication	Your initial post is due by the end of the fourth day of the workshop, your classmates' postings, as well as all follow-up instructor questions directed to the workshop.
2.4 Assignment: Paper	Due by the end of the workshop.
2.5 Assignment: Reflection Paper - Human Relations Counseling Model	Due by the end of the workshop.
Totals	

Workshop Three Outline

Title	Due Dates
3.1 Discussion: Assessing Theories in Counseling	Your initial post is due by the end of the fourth day of the workshop, your classmates' postings, as well as all follow-up instructor questions directed to the workshop.
3.2 Assignment: Building	Due by the end of the workshop.

Relationships	Due by the end of the workshop.
3.3 Discussion: Assessing Normal Behavior	Your initial post is due by the end of the fourth day of the workshop. Respond to classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.
3.4 Assignment: Paper	Due by the end of the workshop.
3.5 Midterm	Due by the end of the workshop.
Totals	

Workshop Four Outline

Title	Due Dates
4.1 Discussion: Assessing Counseling Theories	Your initial post is due by the end of the fourth day of the workshop. Respond to classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.
4.2 Assignment: Strategies for Counseling	Due by the end of the workshop.
4.3 Discussion: Family Theories	Your initial post is due by the end of the fourth day of the workshop. Respond to classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.
4.4 Assignment: Transitions	Due by the end of the workshop.
4.5 Assignment: Reflection Paper - Theoretical Model	Due by the end of the workshop.
4.6 Exercise: Group Project	Due by the end of the workshop.
Totals	

Workshop Five Outline

Title	Due Dates
5.1 Discussion: Counseling Strategies	Your initial post is due by the end of the fourth day of the workshop. Respond to classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.
5.2 Assignment: Crisis Theory	Due by the end of the workshop.
5.3 Discussion: Assessing Mental Status	Your initial post is due by the end of the fourth day of the workshop. Respond to classmates' postings, as well as all follow-up instructor questions directed to you, by the end of the workshop.
5.4 Assignment: Family Stress Theory	Due by the end of the workshop.
5.5 Assignment: Reflection Paper	Due by the end of the workshop.
Totals	

Workshop Six Outline

Title	Due Dates
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6.1 Discussion: Working with Individuals and Families	Your initial post is due by the end of the fourth day of the workshop. classmates' postings, as well as all follow-up instructor questions directed to the workshop.
6.2 Assignment: Issues Affecting Helpers	Due by the end of the workshop.
6.3 Discussion: Social Issues Assessment	Your initial post is due by the end of the fourth day of the workshop. classmates' postings, as well as all follow-up instructor questions directed to the workshop.
6.4 Assignment: Problem Identification	Due by the end of the workshop.
6.5 Final Exam	Due by the end of the workshop.
6.6 Group Project	Due by the end of the workshop.
End of Course Survey	Due by the end of the workshop.
Totals	

Group Project:

1. As a group, you will identify a problem that you might see as a parish nurse. Submit your topic to your facilitator in the Faculty Forum for approval in Workshop Four. There should not be repeat topics.
2. Research the topic. This should be divided among your group. Your project will consist of the following:
 - Background of the problem including references.
 - Prevalence of the problem.
 - Description of the theory you might use to help with this problem and why.
 - How you would conceptualize the case.
 - Possible strategies you might use and why.
 - Any possible referrals and/or consultation you might do.
 - The value of the ministry team in helping with this problem.
3. Designate one member of your team to post your project in the **Group Project** forum on the Discussion Board. Discuss your project with the other groups.
4. Please be aware each group member will evaluate their participation as well as their classmate's participation in this project. Twenty of the 120 points will be based on the average of these evaluations.

Course Resources

Workshop One

Benson, H., & Klipper, M. (2000). The relaxation response. New York, NY: Harper.

Hall, D. (2006). Religious attendance: More cost-effective than lipitor? *Journal of the American Board Family Medicine*, 19,

103-109.

Segerstrom, S., Taylor, S., Kemeny, M., & Fahey, J. (1998). Optimism is associated with mood, coping, and immune

change in

response to stress. *Journal of Personality and Social Psychology*, 74(6), 1646-1655.

Workshop Two

Hargrave, J. (2008). Do you speak body language? Mastering the art of nonverbal communication key in interrogations. *The*

Forensic Examiner, 17(3), 17-22.

Jenkins, M. (2007). Barriers to effective communication at work. Retrieved from http://www.alliancetac.com/index.html?PAGE_ID=265

Wertheim, E. G. (2008). The importance of effective communication. Retrieved from <http://windward.hawaii.edu/facstaff/dagrossap/ssci193v/articles/EffectiveCommunication.pdf>

Workshop Three

Registered Nurses Association of Ontario, (2002). *Establishing therapeutic relationships*. Toronto, Canada: Registered Nurses Association of Ontario.

Rogers, C. R. (1961). *On becoming a person*. New York, NY: Houghton Mifflin Company.

Rogers, C. R. (1989). *On becoming a person: A therapist's view of psychotherapy*. New York, NY: Houghton Mifflin.

Rogers, C. R., & Koch, S. (1959). *A theory of therapy, personality, and interpersonal relationships as developed in the client-centered framework*.

New York, NY: McGraw-Hill.

Rogers, C. R., Kirschbaum, & Henderson, V. L. (1989). *The Carl Rogers reader*. Boston, MA: Houghton Mifflin.

Workshop Four

Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. New York, NY: International Universities Press.

Carter, B., & McGoldrick, M. (2004). *The expanded family life cycle: Individual, family, and social perspectives* (3rd Ed). Needham

Heights, MA: Allyn & Bacon.

Cormier, L. S., & Hackney, H. (1993). *The professional counselor: A process guide to helping* (2nd Ed.). Needham Heights, MA: Allyn & Bacon.

Workshop Five

Hill, R. (1949). *Families under stress*. New York, NY: Harper & Row.

McCubbin, H. I., Cauble, E., & Patterson, J. M. (1981). *Family stress, coping, and social support*. Springfield, IL: Thomas.

Workshop Six

Hill, R. (1949). *Families under stress*. New York, NY: Harper & Row.

McCubbin, H. I., Cauble, E., & Patterson, J. M. (1981). *Family stress, coping, and social support*. Springfield, IL: Thomas.

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Activity Details

Completion Summary



Task: View this topic