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## SYLLABUS

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### Course Description

Practicums I & II are designed to help the beginning counsellor understand the therapeutic process and how change occurs. It will guide the student through goal setting and intervention strategies, in all phases of treatment, from initial counsellee contact to termination.

In **Practicum I** the course will emphasize basic theoretical assumptions and the helping relationship. The relationship between the counsellor and the counsellee is seen as the foundation of therapeutic change. Attention will be given to the basic communication skills needed in establishing an effective helping relationship that would facilitate the client's personal and spiritual growth and development, change or progress towards wholeness in Christ.  
*(Three Credits)*

### Course Objectives (Student Outcomes)

At the completion of Practicum II the student-counsellor will be able to:

- X Integrate counselling micro-skills into Christian counselling, displaying the understanding that counselling skills can be in service of, and dependent on the work of the Holy Spirit
- X Demonstrate the importance of communication as a listening skill and accurately interpret verbal and nonverbal communication
- X Differentiate between the skills, tools and models of counselling theory and praxis
- X Demonstrate acceptable levels of competency in using micro-counselling-skills in simulated counselling sessions (role plays and triads)
- X Establish and practise client-counsellor relationships by the application of the theory and micro-skills of counselling
- X Explore the intra- and inter-relational dynamics of interpersonal, cognitive and affective domains in counselling
- X Display a sensitivity to, and an appreciation, affirmation, and respect for oneself and clients, as culturally diverse beings
- X Develop a core level of proficiency, enabling the beginning counsellor to establish a helping-relationship with prospective counsellees
- X Participate in peer and instructor supervision and be comfortable and trusting to the supervised training experiences

## **PROCEDURE**

The process of integrating the theory into practice in this course will occur through the following structures:

- X Class lectures, videos, and class discussions (see outline)
- X Completion of written and simulated tasks (see course requirements)
- X The learning and practice of counselling micro-skills in a lab setting
- X The learning of counselling micro-skills through demonstration, practice and participation in role playing, triad participation in class, and additional video taping of simulated counselling sessions
- X Participation in individual counselling
- X To benefit optimally from the class time, it is imperative that the prescribed reading is done before each lab. The focus will be on the experiential-learning process.

## **Grading**

Counselling Theory Practicums are outcome-based. Students are required to meet the criteria for the critical outcomes desired, demonstrating an adequate capability at an acceptable standard of competence.

- Capabilities: Demonstration of underlying abilities, applied to achieve a desired purpose, as they relate to content, context, and value frameworks, where the focus is more on the performer than on the task
- Standards: Description of the capabilities required within identified roles, functions or learning activities at specified levels of competence. Standards are desired education and training outcomes and their associated assessment criteria.
- Competence: The capacity for continuous performance resulting from the integration of capabilities within the specified context. *Foundational Competence* demonstrates understanding of what the learner is doing and why, *practical competence* demonstrates the ability to perform a set of tasks in authentic context, and *reflective competence* demonstrates the ability to integrate performance with understanding so as to show that the learner is able to adapt to changed circumstances appropriately and responsibly.

The system of course evaluation used, is a Pass/Extension/Fail system and no letter-grade will be awarded.

- Pass, would mean that you have acquired and mastered the counselling micro-skills on a therapeutic acceptable level and the desired education and training outcomes have been met.
- Incomplete, would mean that, for some reason, you could not complete the course and would have to register for it again, but it would not be recorded as a Fail on your transcript.
- Fail, would mean that you have failed to meet the minimum required outcomes to proceed to practicum II.
- Extension, would mean that you could proceed to practicum II by doing additional prescribed course work at the desired outcome level, before the commencement of practicum II.

Rather than getting a grade on your group participation, role plays, counselling and assignments, you will get feedback that would interact with you as a counsellor in the experiential-learning process.

The importance of the different course components, are ranked as follows:

**Theory**

*Class attendance and participation* 10%  
*Value for the pre-reading and additional reading* 10%

**Praxis**

*Group and Triad Participation* 20%  
*Video Taped Counselling Sessions* 35%  
*Workbook Exercises* 15%

**Personal and Spiritual Growth**

*Personal Counselling (six sessions) and self-reflection* 10%

## **Required Texts for Practicum I & II**

\* ***Please Note:***

***The required texts are for Practicum I & Practicum II and must all be acquired for Practicum I.  
No additional texts will be required for Practicum II***

Egan, Gerard (2009). *The Skilled Helper: A Problem Management and Opportunity-Development Approach to Helping (1<sup>st</sup> Canadian ed)*. Brooks Cole: Canada

Egan, Gerard (2009). *Exercises in Helping Skills: A Manual to Accompany the Skilled Helper. (1<sup>st</sup> Canadian ed)*. Brooks/Cole: Canada.

Teyber, Edward. (2011). *Interpersonal Process in Psychotherapy: A relational Approach (6<sup>th</sup> ed)*. Brooks/Cole: Canada

Teyber, Edward. (2011). *Student Work Book for Interpersonal Process in Psychotherapy: A relational Approach (6<sup>th</sup> ed)*. Brooks/Cole: Canada

***All textbooks are available through the Providence Bookstore 1-800-668-7768 (ext. 225)  
Fax 204-433-3046 , E-mail: bookstore@prov.ca***

## **Recommended Reading/Texts**

Corey, M. S., Corey, G. (2003). *Becoming a helper (4<sup>th</sup> ed)*. Brooks/Cole: Pacific Grove

Ivey, A.E., & Ivey, M.B. (1999). *Intentional interviewing and counseling: Facilitating client development in a multicultural society (4<sup>th</sup> ed)*. Brooks/Cole: Pacific Grove. (ISBN 0-534-21168-2)

McMinn, M.R. & Campbell, C.D. (2007). *Integrative Psychotherapy: toward a comprehensive Christian approach*. IVP: Downers Grove

Murphy, B. C., & Dillon, C. (2003). *Interviewing in action: Process and Practice.(2<sup>nd</sup> ed)*. Brooks/Cole: Pacific Grove

Poorman, Paula B. (2003). *Microskills and Theoretical Foundations for Professional Helpers*. Allyn and Bacon: Boston

Olthuis, James (2001). *The Beautiful Risk*. Zondervan: MI

## Course Requirements for Practicum I

### 1. **Class Attendance**

Each student must attend all class sessions and, having pre-read the applicable chapters, actively participate in class discussions

*(Assessment Criteria: Attend all the classes, demonstrate knowledge of pre-read material, and give evidence of intra-personal openness, and inter-personal communication skills)*

### 2. **Reading Requirements**

*(Assessment Criteria: Give evidence of spectrum and applicability of material read for the course)*

#### 2.1 **Pre-Reading Schedule** (Due: Every week)

Each student must read the required chapters of the text books and do the applicable exercises for each week.

#### 2.2 **Additional Reading Schedule** (Due December 6<sup>th</sup>, 2010)

Each student must do additional reading of applicable books/journal articles and submit a summary of their reading schedule.

### 3. **Practicum**

*Assessment Criteria: Through practicum participation the students must demonstrate that the following characteristics, abilities and skills are beginning to take shape in their life:*

- *Being open and accepting of own feelings and experiences*
- *Displaying a self-awareness of own values and beliefs*
- *Being able to be transparent, vulnerable and prepared to take 'risks'*
- *Display adequate levels of micro-skills competency*
- *Being able to enter into a helping relationship with counselees without becoming enmeshed*
- *Displaying an ability to develop warm and deep relationships with others*
- *Being able to accept personal responsibility for own behaviour, cognition and affect*
- *Displaying a sense of humour and not being overwhelmed by the counselling/training.*

#### 3.1 **Small Group, Triad Participation, and the Practice of Micro-Skills** (Due Weekly)

Each student must participate in classroom groups, take part in role-plays, be willing to counsel others in their role-play, and receive constructive feedback from peers and course instructor with regard to counselling technique and skills displayed in class. In the triads each student will take a turn in playing the role of a Counsellor, Counsellee, and Observer.

#### 3.2 **Two Videotape Sessions** (Due: October 18<sup>th</sup> and November 22<sup>nd</sup>, 2010)

Each student must submit 2 (two) videotaped role-plays of 50 min each for evaluation. Guidelines for videotape sessions will be discussed in class.

#### 4. Written Requirements

*(Assessment Criteria: Do all the assigned exercises, give evidence of insight and understanding of the theory, demonstrate the ability to integrate and translate the theory into praxis, and present evidence of a willingness and ability to be open, responsive, empathetic, respectful, accepting and transparent).*

**4.1 Egan Exercises:** Complete the assignments throughout the semester, in the Egan Workbook and hand in completed workbook exercises for grading. This assignment will be discussed further in the first class. *(Due: November 29<sup>th</sup>/2010)*

**4.2 Sample Forms (Due before first Videotape Session)**

Design and submit a sample Intake Form and Informed Consent Form to use for each person you counsel in the Videotaped role-plays.

#### 5. Personal and Spiritual Growth

*(Assessment Criteria: Go for individual therapy and attend a growth group, give evidence of intra-personal openness, and demonstrate insightful self-reflection)*

**5.1 Personal Counselling**

Participate in non-graded individual therapy with an assigned counsellor for a minimum of six sessions and write a five-page report about your experience as a counsellee. Include a letter from the counsellor confirming the six sessions of counselling. *(Due December 6, 2010)*

Each student will be assigned a TA to meet with on a regular schedule throughout the semester. Students must contact the TA to set up a meeting to arrange their schedules for the semester. If you prefer to do so, you are welcome to go for outside counselling with the understanding that you will be responsible to pay for the outside counselling.

**5.2 Spiritual Formation Group**

Participate in a Spiritual Formation Group (or any similar Bible Study, Share Group, Cell Group, Prayer Group) of your choice for a minimum of four sessions and write a two-page report about your experience as a group participant. *(Due November 29<sup>th</sup>, 2010)*

### Miscellany

- X *The assignments are due on the dates indicated*
- X *All citations used are to follow the APA format, and assignments should be free of grammatical and spelling errors and should reflect Masters-level scholarship*
- X *Students must **pre-read** the required material and be prepared to actively participate in class weekly*
- X *The client(s) for the videotaped role-plays should preferably be co-students. In the event that "outside clients" are used, the requirements concerning the avoidance of dual-relationships are applicable. The people counselled for the videotaped role-play must sign an informed consent form. Although the goal is not to enter into individual counselling, the session might reveal a need for counselling, in which case a referral to a qualified counsellor should be made.*
- X *Students will at all times (in groups and role-plays) be treated with dignity and their individuality and personal privacy will be respected at all times.*