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## **S Y L L A B U S**

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### **COURSE DESCRIPTION**

Practicum III & IV are designed to advance the beginning counsellor to effectively and practically apply the theories of the therapeutic process with outside clients. It will equip the student through case conceptualization, goal setting and intervention strategies, in all phases of treatment, from initial counsellee contact to termination.

In **Practicum IV** the students advance from supervised counselling experience with outside clients (practicum III), to more in-depth supervised experience in counselling clients. Individual supervision and peer group conferencing will continue to assist students to develop conceptual and procedural skills and facilitate personal and professional development. Special emphasis will be placed in Practicum IV on the therapeutic process, case conceptualization, treatments plans, and case management. The continued supervision will assist students in sharpening their therapeutic skills and gaining personal poise and confidence in their proficiency as competent Christian counsellors. *(Three Credits)*

### **COURSE OBJECTIVES**

*At the end of this course the student-counsellor will be able to:*

- A. Apply advanced skills of assessment, evaluation, and intervention in counselling through consultation and individual supervision
- B. Develop a collaborative helping-relationship with clients at an advanced practical level of proficiency as competent practitioners
- C. Focus more on the client and their issues while functioning more intuitively with the theoretical and theological foundations previously established
- D. Understand their clients' problems and be able to use this conceptualization to formulate treatment plans and intervention strategies that would improve their efficacy as therapists.
- E. Effectively manage their case load - including the length of each session, the content of each session, the number of sessions needed for the issue being dealt with, an introductory first session and a terminating concluding session, the writing of reports and referral letters, etc.
- F. Employ a broad range of intervention strategies while conceptualising cases using a variety of modes and integrating different theoretical orientations into a pragmatic approach to helping
- G. Develop their own professional identity as Christian counsellors

- H. Demonstrate growth in their development as individuals and as counsellors, displaying personal and spiritual growth towards maturity in Christ
- I. Review their unique spiritual giftedness within the counselling context and to explore the awareness of the "presence" that they bring to the counselling relationship
- J. To progress to Supervised Counselling Experience (third-year training) or to practice as a professional Christian counsellor.

## GRADING

Counselling Practica 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

A pass/extension/fail system is used for course evaluation and no letter-grade will be awarded.

- **Pass**, would mean that you have acquired and mastered the counselling micro-skills and applied praxis 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 pass practicum IV and would have to register for it again
- **Extension**, would mean that you could graduate by doing additional prescribed course work at the desired outcome level, before graduation

Rather than getting a grade on your group participation, counselling and assignments, you will get regular feedback that would interact with you as a counsellor in the experiential-learning process. At the end of the semester the student's work over the 4 month period will be discussed specifically and a Pass/Extension/Fail grade will be given and handed in to the registrar.

## REQUIRED COURSE TEXTS

Benner, D. (2005). *Desiring God's will*. Downers Grove, IL: IVP Press. (Students are required to purchase this book.)

Jongsma A. & Peterson M. (2006). *The Complete Adult Psychotherapy Treatment Planner (4th Edition)*. New York: John Wiley

Zuckerman, E. (2005). *Clinician's thesaurus, (6<sup>th</sup> ed.)*. New York: Guilford.

## RECOMMENDED TEXTS

\* *Please Note:*

*It is recommended that you review the required texts for Practicum III again by re-reading (scanning through) the texts. Additional research and reading of applicable material is also required throughout the semester. Students are strongly recommended to acquire the following books for their collection.*

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders (4<sup>th</sup> ed., TR)*. APA: Washington DC

Baird, B. (2005). *The internship, practicum, and field placement handbook (4<sup>th</sup> ed.)* Upper Saddle River, NJ: Pearson.

Berman, P. (1997). *Case conceptualization and treatment planning*. Thousand Oaks, CA: Sage.

Maxmen & Ward. (1995) *Essential Psychopathology and Its Treatment for DSM-IV (2<sup>nd</sup> ed.)* Norton: New York  
\* *Or an alternative psychopathology reference.*

Scharf, Richard. (2006). *Theories of Psychotherapy and Counseling - Concepts and Cases*. (3<sup>rd</sup> Ed.) California: Brooks Cole

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

## COURSE REQUIREMENTS

### 1. Practicum Attendance

**Assessment Criteria:**

***Attend all the practicum sessions, demonstrate knowledge of the counselling process, and give evidence of intra-personal openness, and inter-personal communication skills***

Each student must attend all practicum sessions and actively participate in class. Unexcused absences will result in remedial assignments. Each student must participate in classroom group discussions, be prepared to give and receive feedback to and from the group, and receive constructive feedback from the Teaching Assistant and course instructor with regard to counselling technique and skills displayed, case conceptualization and management. Students will at all times (in groups and supervision sessions) be treated with dignity, and their individuality and personal privacy will be respected at all times.

Each student will lead a group devotional based on an assigned section of Benner scheduled by the Teaching Assistant.

Each instructor and Teaching Assistant will have their own style and methods of facilitating supervision and may therefore place different emphasis on training aspects and/or have differing course requirements. If you have any questions or concerns, you should immediately consult with your Teaching Assistant and/or instructor

### 2. Reading and Research Requirements

**Assessment Criteria:**

***Give evidence of spectrum and applicability of material researched and read for the course***

#### 2.1 ***Reading Schedule of Required Text Books (Due February 08, 2010)***

Each student must read the required text books. Submit a confirmation of the completion of this course requirement to the Teaching Assistant.

#### 2.2 ***Guided Professional Development (Due March 29, 2010)***

Each student will engage in guided research and reading of books/journal articles relevant to their caseswork. This additional research will be identified in collaboration with the student's Teaching Assistant based on the student's identified knowledge deficits. The schedule should be at least 500 pages of book sources and 8 journal articles. Submit a reference list with # of pages read indicated.

### 3. Practicum: Counselling Sessions

**Assessment Criteria:**

*Through videotaped counselling sessions with outside clients, students must demonstrate the following characteristics, abilities and skills in their counselling:*

- *Display adequate levels of micro-skills competency*
- *Being able to enter into a helping relationship with counselees without becoming enmeshed*
- *Being aware of own underlying assumptions and pre-suppositions that effect the counselling relationship*
- *Display adequate levels of case conceptualization (applying exploratory models and diagnostic criteria) and choosing applicable intervention models and using them appropriately in counselling*
- *Display adequate levels of case management skills*
- *Being aware of own limitations and displaying an openness to gain additional insight or make referrals as applicable*
- *Displaying an ability to develop warm and deep relationships with others*
- *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'*
- *Being able to accept personal responsibility for own behaviour, cognition and affect*
- *Displaying a sense of humour and not being overwhelmed by the counselling and/or training.*

**3.1 Videotaped Counselling Sessions:** Each student must counsel a minimum of **three** outside clients over the semester and submit a minimum of **twenty-five** videotaped sessions for peer and Teaching Assistant supervision. The student will adhere to clinical case management standards including obtaining signed informed consent and consent to videotape from each client, use clinical ethical judgement in refraining from dual relationships and practicing beyond one's competence. Students will take ensure the security and confidentiality of all confidential material including videos, critiques, and reports.

*(Due weekly and completed by April 5, 2010)*

**3.2 Class Presentations:** Each student must present for conference two different cases to the supervision group. Selected videotaped counselling sessions can be screened or clients can be invited to lab for live sessions (*the Teaching Assistant will draw up a schedule*). This will include a) a very brief synopsis (client demographics, the client's presenting problem(s), and the stage of the counselling process), b) a portion of videotaped session, c) group supervision according to the Instructor and teaching assistant's direction, and d) presentation of student-counsellor's current conceptualization and sharing of specialized resources (books, scholarly journal articles, websites etc.) that are professional development resources that pertain to this client population.

**Notes regarding Case Management:**

- Each student must submit and finalize the names of three or four clients for Practicum IV by the end of week two of the semester
- Not starting counselling by the second or third week of the semester will have consequences. It could result in an extension at the end of the semester, and additional cost of supervision beyond the end of the semester
- Clients must be approved by the instructor or Teaching Assistant
- Clients with severe psychopathology such as moderate to severe Dissociative Identity Disorder, Schizophrenia, or Bi-Polar Disorder are not appropriate clients at this level of training

- Friends, family members and other close relationships are ethically inappropriate clients due to the duality of the relationship

#### 4. Written Requirements

##### Assessment Criteria:

*Do all the assigned exercises, give evidence of insight and understanding of the underlying theories, demonstrate the ability to integrate and translate the theory into praxis, and present evidence of effective ethical application in praxis.*

##### 4.1 Self-critique of Each Video Counselling Sessions

Self-critique each video counselling session and hand in the critique with the videotape to a co-student or the Teaching Assistant (see 4.2 and 4.3). The Teaching Assistant will supervise two of your clients and a fellow student-counsellor the third client. (*Due weekly*).

Please note:

- Every counselling session must be critiqued by a self evaluation - two by viewing the session and filling out the critique, and one without viewing the video, but completing the required report form (from memory and session-notes) and the self critique.
- Use the format as required by the Teaching Assistant/instructor
- Competent case management requires write-ups before the next session. If critiques are not handed in on time, the student will be asked to postpone their next session with that client until that critique is graded. No two critiques with the same client will be accepted at the same time
- Hand in critique and tape within 2 days of the actual session
- Ensure that both tape and critique are labelled with name and box number
- All scheduling of video/camera and counselling lab rooms are to be noted in the schedule binder on hall door #3A31. Keys for counselling rooms are located in a lock box in the faculty hallway. Practicum rooms may be used when no classes are scheduled
- The final critique is due before April 5, 2010.

##### 4.2 Teaching Assistant Evaluation and Supervision

The Teaching Assistant is responsible for the supervision of the students and will meet with the student weekly to give written and verbal feedback to the Student-counsellor on his/her weekly counselling sessions. Students will receive a written mid-semester and end-of-semester evaluation.

Students are to submit videos and the critiques to the Teaching Assistant within two days of the actual session for evaluation and feedback.

##### 4.3 Peer Evaluation

Student counsellors will provide peer supervision for one another for **one** client case (between 7-10 sessions). The role of the peer will be to give written feedback to the student-counsellor on his/her weekly counselling session with the specific client. Student-counsellors will meet with their peer-supervisor weekly for peer-supervision of this case. Students are to hand the video and the critique to the peer group member, within two days of the actual session for evaluation and feedback. (Reciprocally, students will have to do a written evaluation of one client of one of their peer group members.)

The Teaching Assistant will supervise and oversee the peer-group-supervision. The written critique will therefore be given to the Teaching Assistant weekly for supervision purposes. Student-counsellor and peer-group-supervisor can case-conference with the Teaching Assistant.

##### 4.4 Comprehensive Case Conceptualizations and Treatment Plans

*(Due February 08, 22 & March 15, 2010)*

Compile a comprehensive report, conceptualising the case of each client seen in counselling from an integrated Christian counselling perspective. Thoroughly review the applicable literature and give attention to the following:

- Compile a short biography of the client, including all relevant information
- Draw up a genogram
- Summarize the client's presenting problems
- Compile a complete DSM axis diagnosis. Motivate your diagnosis and explain the differential diagnosis made
- Develop a conceptualization of this client that includes both precipitating causes and maintaining influences. The student will use a different theories as the primary basis for each conceptualization. This is descriptive information - addressing what is.
- Develop a comprehensive treatment plan, support your choice of intervention model. This treatment plan should follow Jongsma & Peterson's format, including problem definition, goals, objectives and interventions. These are prescriptive recommendations - addressing what should be.
- Discuss the therapeutic process thus far, commenting of the nature and quality of the therapeutic alliance. Identify the impediments to change and suggest ways of overcoming the resistance
- Use an integrative theology/psychology approach and clearly indicate what it is that would make this counselling Christian.

All assignments should be typed and free of grammatical and spelling errors and should reflect Masters-level scholarship

- 4.5 Learning Notebook:** Each student shall maintain a notebook to facilitate active and reflective learning stemming from the student's clinical challenges and their meditations on *Desiring God's Will*. Follow the guidelines in Baird pp. 14-16. These are private and confidential and will not be submitted for assessment.
- 4.6 Professional Counsellor Portfolio:** Each student will prepare a portfolio as an artefact of their professional development to date. In developmental terms, a portfolio provides a context for the counsellor to "concretely examine their professional identity by identifying and categorizing demonstrated skills and competencies" (Schindler, 1997). It also serves to help the counsellor organize their thoughts about professional accomplishments and identify future professional plans. In terms of counsellor-training and supervision evaluation, portfolios serve to create a platform for counsellor evaluation to be constructivist and dialogical. The portfolio will be one of the modes for the counselling student to demonstrate counselling competencies. (Due date March 29, 2010)

## 5. Personal Counselling

### Assessment Criteria:

*Attend individual therapy, give evidence of intra-personal openness, and demonstrate insightful self-reflection*

Participate in non-graded individual therapy or spiritual direction with a department approved outside counsellor or trained spiritual director of your choice for a minimum of six sessions.

- Present the name of your counsellor or spiritual director to the Teaching Assistant not later than week two of the semester
- Personal counselling is to address your own issues and should not become 'additional supervision'. Therefore refrain from discussing your cases with your counsellor.
- After completion of the six sessions you must submit a letter from your counsellor or spiritual director confirming the dates and completion of the required sessions (Due April 12, 2010)
- Write and submit a 1000 word report about your experience as a counsellee (Due April 12, 2010)

	<b>Activity</b>	<b>Due Date</b>
1	Submit names of clients to Teaching Assistant	<i>End of week two of semester</i>
2	Videotaped Counselling Sessions (three clients and minimum of 20 sessions in total)	<i>Due weekly and Completed by April 5, 2010</i>
3	Two class presentations of client	<i>Schedule to be arranged by Teaching Assistant</i>
4	Self-critique of Each Video Counselling Sessions (two for Teaching Assistant and one for peer-counsellor)	<i>Due weekly Final critique due before April 5, 2010</i>
5	Peer Evaluation of another student	<i>Due weekly</i>
6	Reading Schedule of Required Text Books	<i>February 08, 2010</i>
7	Comprehensive Case Conceptualization and Treatment Plan; Case 1, Case 2; Case 3	<i>February 08, 22 &amp; March 15, 2010</i>
9	Guided Professional Development Schedule	<i>Due Mar. 29, 2010</i>
10	Professional Counsellor Portfolio	<i>Due Mar. 29, 2010</i>
11	Personal Counselling Confirmation and Self-reflection report	<i>Due April 5, 2010</i>

\* No class on Riel Day - Feb. 15, 2010