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

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### **COURSE DESCRIPTION**

Practicums 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 III** the students advance from microskills training and role - plays (practicum I & II), to supervised counselling experience with outside clients in an agency setting. Individual supervision and peer group conferencing will assist students to develop conceptual and procedural skills and facilitate personal and professional development. Special emphasis will be placed on the intra- and inter-personal experience of the students and their individual functioning as counsellors, as observed within the group setting. (*Three Credits*)

### **COURSE OBJECTIVES**

- A. To help the students learn the skills of assessing and evaluating the dynamics of counselling through group and individual supervision
- B. To help students advance from a core level of proficiency to becoming competent practitioners through the development of a collaborative helping-relationship with outside clients
- C. To help students understand their clients' problems and to use this conceptualization to start formulating tentative treatment plans and intervention strategies that would improve their efficacy as therapists
- D. To help the students apply explanatory (assessment) models through supervised case conceptualization and case management
- E. To help the students integrate different theoretical orientations into a pragmatic approach to helping as they develop their own professional identity as Christian counsellors
- F. To provide the students with a continuing opportunity for growth in their development as individuals and as counsellors, and to facilitate their personal and spiritual growth towards maturity in Christ
- G. To help students gain a sense of their unique spiritual giftedness within the counselling context
- H. To provide sufficient opportunity for applying theory and skills in praxis as to facilitate the student's progression to subsequent counselling practicums and eventual practice as a Christian counsellor

## COURSE PROCEDURE

### 1. *Internship*

In consultation with the course instructor, student-counsellors will select placement agencies which they feel suits them. The course instructor will assist student-counsellors to arrange a supervisory experience that best suits the individual requirements of both the agency and the student. Please refer to the internship handbook for more information.

### 2. *Individual and Group Supervision with Site Supervisor*

Student-counsellors will participate in individual and group supervision in their internship placements. Methods used in supervision will vary according to the preferences, theoretic models, and philosophies of the site supervisor.

### 3. *Case Conference with Providence Supervision Group*

Student-counsellors will participate once every two weeks for case-conferencing and lectures under the direction of the Providence instructor. Each student must prepare a case vignette for consultation or case conferencing.

### 4. *Reading and Research*

Student-counsellors must read prescribed text in its entirety, and do independent research applicable to their counsellee's presenting problems and/or disorders

### 5. *Written Course work*

Student-counsellors must research and complete all the course work required in the syllabus.

## 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

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 proceed to practicum IV
- **Extension**, would mean that you could proceed to practicum IV by doing additional prescribed course work at the desired outcome level, before the commencement of practicum IV

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

Berman, Pearl. S. (1997). *Case Conceptualization and Treatment Planning*. Sage Publications: CA.

Jongsma A. & Peterson M. (2006). *The Complete Adult Psychotherapy Treatment Planner (4th Edition)*.

John Wiley:NY

Walter, John & Peller, Jane (1992). *Becoming Solution-Focused in Brief Therapy*.

Taylor & Francis:KY

# COURSE REQUIREMENTS

## 1. Case Conference Attendance with Providence Supervision Group

Assessment Criteria:

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

Each student must attend all case conference sessions and actively participate in class. 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 course instructor with regard to counselling technique and skills displayed, case conceptualization and management.

## 2. Internship

Assessment Criteria:

*Student-counsellors must complete the required hours of supervised counselling experience to the satisfaction of the supervisor and course instructor (100-150-hour internship with at least 75 hours of direct client contact accumulated over a semester, from September to December) Through supervision and consultation (with supervisor and course instructor) student-counsellors must demonstrate the following characteristics, abilities and skills in their counselling:*

- *Display adequate levels of therapeutic competency*
- *Being able to enter into a helping relationship with counselees without becoming enmeshed*
- *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 and demonstrate the ability to manage the counselling caseload effectively*
- *Being aware of own underlying assumptions and pre-suppositions that effect the counselling relationship*
- *Being aware of own limitations and displaying an openness to gain additional insight or make referrals as applicable*
- *Displaying an ability to develop an open, honest and accountable relationship with the supervisor*
- *Being open and accepting of own feelings and experiences, and 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 supervision.*

## 3. Written Requirements

Assessment Criteria:

*Do all the assigned written requirements, 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.*

### 3.1 Two Case Conceptualizations (Due 3<sup>rd</sup> week October; 4<sup>th</sup> week November )

Compile a concise and succinct (4 pages) report conceptualising the case of one of the clients seen in counselling. Each student must do additional research and reading of applicable books/journal articles and attach a bibliography of their reading. 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 comprehensive genogram
- Summarize the client's presenting problems and strengths.
- How did the client's problems originally come about? Conceptualize the etiology of the client's problems (explanatory models). Refer to *Berman's Case Conceptualization and Treatment Planning (1<sup>st</sup> Case Conceptualization)* and *Walter's Becoming Solution-Focused in Brief Therapy (2<sup>nd</sup> Case Conceptualization)* for structure or format.
- Compile a complete DSM axis diagnosis, when applicable.
- Anticipate the potential course of treatment (choice of intervention model). See *Jongsma's Treatment Planner*
- Discuss the therapeutic process. What was the treatment (intervention) focused on to date, and how has the client responded/interacted.
- Goals and interventions. Map out a strategy for change. Where do you want to go with this client and how do you plan to get there. See *Jongsma's Treatment Planner* and *Walter's Becoming Solution-Focused in Brief Therapy*
- 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

## 4. Personal Counselling

### Assessment Criteria:

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

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

- After completion of the six sessions, prepare and submit a 1000 word report about your experience as a counsellee. Include a letter from your counsellor confirming the dates and completion of the required sessions

## Miscellany

- *All assignments should be free of grammatical and spelling errors and should reflect Masters-level scholarship.*
- *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 instructor-supervisor will have their own style and models of supervision and may therefore place different emphasis on training aspects. If you have any questions or concerns, you should immediately consult with your instructor and site supervisor.*

**Case Presentation Schedule (TBA)**

**September**

**Student**

**Student**

**October**

**Student**

**Student**

**November**

**Student**

**Student**

**December**

**Student**

**Student**