

Providence Theological Seminary**CP5501 Counselling Theory Practicum I (L)**

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On Line Version

Syllabus

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 I the student-counsellor will be able to:

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

PROCEDURE

Course Policies and Procedures

Distance Learning is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress and your own grade. In order to succeed, you need to log in to the course regularly to check announcements, participate in discussions and access course content. At a minimum every week students are responsible for completing the following tasks: Attend all on-line class activities, including participation in weekly threaded discussion, and any small group discussions assigned for the week. And, timely submission of assignments, submitted as instructed.

Attendance. Failure to "show up" for the weekly assignments or threaded discussions will be considered an equivalent of two class-time absences. I will keep track of attendance weekly. Repeated absences of three weeks or more will result in a failing final course grade. No communication for two weeks may result in a lower grade for the course.

Threaded Discussion. You must make three threaded discussion entries throughout the week, not at the end of the week. You should post your first thread response by Wednesday of the Unit week, and by Saturday, you must respond to at least 3 classmates' threads. Just a note on thread discussion, some of us have learned that we need to be careful in terms of letting the system time out on us as we ponder our response and we lose all that great discourse of our responses, so be warned, the web site does time out. If I know it will take me a while to think it through, I'll work off line and then paste it in to the thread.

Netiquette. Communication Courtesy Code. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and other forms of communication.

Turning Work In. All assignments should be turned in via Dropbox unless otherwise specified.

Deadlines. Odd things happen in cyberspace—emails get lost, servers disconnect temporarily, and logins fail. Do not wait for the last minute to do your work. Allow time to meet deadlines. I will respond to your e-mails and reply when I receive assignments in your Dropbox. Please let me know when you have received my comments on your assignments.

Late Work. Each week's work must be completed by Saturday of every week. Late work will not receive credit unless you have contacted me beforehand and explained a special circumstance.

Help Desk. For technical problems like not being able to view a page, slowness issues, problems viewing video or hearing audio, things not working as they should, please contact our On Line Course Administrator.

Email Policies and Procedures I check my mail on a regular schedule, usually daily. If I am going to be away for more than 48 hours I will inform the class. I will be informing you that I have received your e-mails once I have opened it. I will respond to course related questions within 24–48 hours. Comments on formal assignments may take up to two weeks but probably less than that. In all email sent to me and/or other members of our class, it will help if you identify yourself fully by name and class, not simply by an email address. .

Email attachments. All formal assignments must be saved in *Microsoft Word* so that I can read them. Most modern word processing systems can save in *Microsoft Word*. (You can save in your own word processing program, but when you email me, you need to copy that file and save it in *Microsoft Word* before you attach it. Or, save the file as .rtf.

Safeguards. Back up your work on disk and make a hard copy. If you experience computer difficulties, you are responsible for solving your own technical problems. Helpdesk is available from Providence services. (See Course Homepage for link and phone number.) Heavy Internet use typically occurs in the evening, so you might want to log on at other times if possible.

Academic Dishonesty

The following are forms of academic dishonesty. These practices will not be tolerated.

Plagiarism: Plagiarism consists of using another author's words without proper identification and documentation of that author. Plagiarism takes the form of direct quotation without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.

Falsification: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.

Multiple submissions: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.

Grading Policies: How you will be evaluated

Online Participation

Grade	Skills
A	Contributions are prompt, timely, relevant, self-initiated; remarks are posted freely on all assignments throughout the course; there is no attempt to dominate conversation.
B	Student generally keeps up with the discussion; needs an occasional prompting to contribute; might participate in some discussions more than others
C	Participation is spotty; picks and chooses topics to get involved in; offers short, perfunctory postings when prompted; takes limited initiative.
D or F	Student rarely participates freely; makes short, irrelevant remarks.

Assignments and Projects

Grade	Skills
A	Demonstrates excellence in grasping key concepts; critiques the work of others; provides ample evidence of support for opinions; readily offers new interpretations of discussion material.
B	Shows evidence of understanding most of the major concepts; is able to agree or disagree when prompted; is skilled in basic level of support for opinions; offers an occasional divergent viewpoint.
C	Has mostly shallow grasp of the material; rarely takes a stand on issues; offers

inadequate levels of support.

D or F Shows no significant understanding of material.

In all written work, please use gender inclusive language according to the current conventions of Canadian usage. If your intention is to refer to both men and women in a statement, the language used should make this clear. Please do not use “man,” “men,” “mankind” or masculine pronouns generically. The use of gender accurate Bible translation is recommended but not required. Examples would be Today’s new International version, the New Revised Standard version and the New Living Translation.

For counselling students, the papers must be typewritten, according to the *Publication Manual of the American Psychological Association* – fifth edition. **For non-counselling students**, Chicago style as described in Kate L. Turabian’s. *A Manual for Writers of Term Papers, Theses, and Dissertations*, sixth edition (Chicago: University of Chicago Press. 1996).

The grade for **late assignments** will be reduced by 1% per week day (to a maximum of 10%) unless extensions have been given because of illness or other unavoidable disruption of a student's work. No assignments will be accepted later than December 5, without permission from the Academic Committee. Requests should be sent to the Registrar.

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

- Class lectures, videos, and class discussion threads (see outline)
- Completion of written and simulated tasks (see course requirements)
- The learning and practice of counselling micro-skills in an on line lab setting
- The learning of counselling micro-skills through watching videotapes, practice and participation in role playing videotaping of simulated counselling sessions.
- Participation in individual counselling
- 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, all of the following must be completed prior to a Passing grade being given.

- Class attendance and participation,
- Pre-reading and additional reading
- Video Taped Counselling Sessions
- Workbook Exercises
- Personal counselling (six sessions) and self-reflection

Required Texts for Practicum I On Line

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

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

Corey, Gerald and Haynes Robert. (2005) *Integrative Counselling CD-ROM*. Thomson Brooks/Cole

In Treatment: Season One (2008) DVD available from Amazon .com and other local stores, Wall Mart, Future Shop, Best Buy ,etc. (This a required DVD) There are 43 episodes on 9 discs.

Recommended Text

Shebib, Bob (2011). *Choices: Interviewing and Counselling Skills for Canadians*. 4th Edition. Pearson Canada

Suggested Reading

- Corey, M. S., Corey, G. (2003). *Becoming a helper (4th ed.)*. Brooks/Cole: Pacific Grove
- Ivey, A.E., & Ivey, M.B. (1999). *Intentional interviewing and counseling: Facilitating client development in a multicultural society (4th 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. (2nd 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

All textbooks are available through the Providence Bookstore 1-800-668-7768 (ext. 225)
Fax 204-433-3046, E-mail: bookstore@prov.ca The DVD is not currently available at The Providence Bookstore.

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. See requirements for participation in the weekly on line discussion threads.

2. Reading Requirements

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

Pre-Reading Schedule (Due: Weekly)

Each student must read the required chapters of the textbook and do the applicable exercises for each week. and view the assigned *In Treatment* episodes (See attached Schedule)

Additional Reading Schedule (Due: March, 18, 2011)

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.

Practice of Micro-Skills

Each student must participate as a counsellor, willing to counsel others in their **role-play**, and receive constructive feedback from Teaching Assistants (TA's) and course instructor with regard to counselling technique and skills displayed in videotaped role-play sessions. (See instructions below for sending in Video Tapes.)

Three Videotape Sessions (Due: TBA)

Each student must submit a total of 3 (three) videotaped role-play sessions as follows: The first session will be of 50 minutes duration, the second will be of 50 minutes duration and the final session will be a 50 minute session..

Each student is responsible to video tape their individual counselling session, Once the recording is completed, review the taped session, critique the session according to the requirements and then package both videotaped disc and the written critique along with a self addressed pre paid envelope to your TA. Do not schedule your next session with your role-play client until you have received feedback from your TA either by telephone or e-mail on the previous session.

First session: The student will demonstrate the skills of Greeting, Attending, Question Technique and Summarizing. Using appropriate Probes and Prompts to gather pertinent data regarding your client's presenting problem. Bring a smooth closure to the session and make an arrangement to contact your client in future to set up the next session

The second session: The student will demonstrate the same skills as the first session and gather additional information to be able to establish counselling objectives for the counselling and specific goals for this session. The Student will use the additional skills of process techniques and response techniques such as; encouraging phrases, restating the clients' thoughts and ideas, use of paraphrases and reflections.

The third and final session will include all of the above skills in the first two sessions and include probes that engage the client in the cognitive, emotional and behavioural realms. A closing summary that details the progress to date and an exploration of what this experience has been like for the role play client.

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 willingness and ability to be open, responsive, empathetic, respectful, accepting and transparent.

Egan Exercises: Complete the assignments throughout the semester, in the Egan Workbook and hand in completed workbook exercises for grading. Note the most advantageous method of delivery of this assignment is to scan and e-mail the assignments as an attachment. If you cannot scan and attach, then regular post will be accepted. This assignment will be discussed further in the first class. (*Due: March 25, 2011*)

Sample Forms (Due before first Videotape Session)

Design and submit a sample Intake Form and Informed Consent Form to use for the 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.

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 April 8th 2011*)

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 April 8th 2011*)

Miscellany

- *The assignments are due on the dates indicated*
- *Students must **pre-read** the required material and be prepared to actively participate in class weekly*
- *The client(s) for the videotaped role-plays are to be "outside clients" that is non-family or very close friends .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.*
- *Role play clients will at all times be treated with dignity and their individuality and personal privacy will be respected at all times.*

Contact Information

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