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Associate Professor of Counseling Psychology

Teaching Assistant:

SYLLABUS

Course Description

The course has a dual focus. First, it examines critically the history and philosophy of the counseling profession. Particularly, it will explore and develop an integrative view of professional identity, its roles, functions, and relationship with other human service providers. Second, it introduces students to various theoretical assumptions around the counseling- helping relationship. The relationship between the counselor 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. (*Three Credits*)

Course Objectives (Student Outcomes)

At the completion of Practicum I, the student-counselor will be able to:

- Identify the evolution of the counseling profession and its relationship with other human service providers, including issues surrounding advocacy and professional credentialing.
- Develop an integrated professional identity of a counselor, its roles and functions.
- Demonstrate the importance of communication as a listening skill and accurately interpret verbal and nonverbal communication
- Differentiate between the skills, tools and models of counseling theory and praxis
- Demonstrate acceptable levels of competency in using micro-counseling-skills in simulated counseling sessions (role plays and triads)
- Establish and practise client-counselor relationships by the application of the theory and micro-skills of counseling
- Explore the intra- and inter-relational dynamics of interpersonal, cognitive and affective domains in counseling
- Display a 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 counselor to establish a helping-relationship with prospective counselees
- Integrate counseling micro-skills into Christian counseling, displaying the understanding that counseling skills can be in service of, and dependent on the work of the Holy Spirit

- 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:

- Class lectures, videos, and class discussions
- Completion of written and simulated tasks (see course requirements)
- The learning and practice of counseling micro-skills in a lab setting
- The learning of counseling micro-skills through demonstration, practice and participation in role playing, triad participation in class, and additional video taping of simulated counseling sessions
- Participation in tutorial groups
- Participation in individual counseling

Grading

Counseling Theory 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.

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 counseling 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, counseling and assignments, you will get

feedback that would interact with you as a counselor in the experiential-learning process.

Required Texts

Hill, Clara (2009). **Helping Skills: Facilitating Exploration, Insight, and Action.** APA Books:DC

Olthuis, James (2001/2006). *The Beautiful Risk.* Zondervan: MI

Garcia, Rodrigo (Producer) (Season One, 2008). *In Treatment.* HBO Films: USA

All textbooks are available through the Providence Bookstore 1-800-668-7768 (ext. 225)

Fax 204-433-3046 , E-mail: bookstore@prov.ca

Course Requirements for Practicum I

1. Class Attendance

Each student must attend all class sessions and 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)

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 counseling/training.*

3.1 Tutorial/Small Group, Dyad 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 counseling technique and skills displayed in class. In the dyads each student will take turn in playing the role of a Counselor and Counselee. After each video-taped role-play the counselee will give feedback concerning the use and application of the micro-skills. Students will be randomly asked to present their video in the next class.

Each student is also required to attend and participate in tutorial groups after class (1.5 hr/group/every other Friday) for further skill development instruction, execution, and supervision.

3.2 *Two Videotaped Sessions*

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 Requirement**

(Assessment Criteria: Give evidence of insight and understanding of the development of professional counselor identity).

4.1 *A Beautiful Reflection on “The Beautiful Risk”*

Write a 3-5 page reflective essay on the personhood of the counselor and the profession of counseling in light of your reading of Olthuis’ *The Beautiful Risk*.

4.2 *Clinician’s Reflection of “In Treatment”*

Pick one client that the therapist is working with over the course of the series and write a one-page reflection/response to the following guided questions:

1. Identify skills the therapist used in each episode that is both facilitative/effective (moving towards the therapeutic goal) and obstructive/ineffective. Explain briefly your assessment
2. Attend and identify specific thoughts and feelings that are coming up for you as you watch the episode and provisionally reflect of what these responses maybe about.

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 Counseling*

Participate in non-graded individual therapy for a minimum of six sessions and write a five-page report about your experience as a counsellee. Include a letter from the counselor confirming the six sessions of counseling.

Grading

Attendance & Class Participation	15%
Counseling Skills (In-Class)	30%
Two-Video Taped Counseling Sessions	40%
Reflective Essays	<u>15%</u>
	100%

Miscellany

- *The assignments are due on the dates indicated*
- *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*
- *Students must **pre-read** the required material and be prepared to actively participate in class weekly*
- *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 counseling, the session might reveal a need for counseling, in which case a referral to a qualified counselor should be made.*
- *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.*

Reading Schedule

September 9	Introduction [O] Preface-Chapter 1 [H] Chapter 1-2	
September 16	[O] Chapter 2-3 [H] Chapter 3-4	
September 23	[O] Chapter 4-5 [H] Chapter 5-6	
September 30	[O] Chapter 6-7 [H] Chapter 7-8	
October 7	[O] Chapter 8-9 [H] Chapter 9-10	
October 14	[O] Chapter 10-11 [H] Chapter 11-12	Video Tape #1
October 21	[O] Chapter 12 [H] Chapter 13-14	
October 28	[O] Chapter 12 [H] Chapter 15-16	
November 4	[O] Chapter 13 [H] Chapter 17-18	
November 11	REMEMBRANCE DAY	
November 18	[O] Chapter 15 [H] Chapter 19-20	
November 25	[O] Chapter 16 [H] Chapter 21-22	
December 2	[O] Postlude	Video Tape #2
December 9	Retrospective and Prospective	Reflective Essays

