

Providence Theological Seminary
CP5502 Counselling Theory Practicum II
Winter Semester 2012 Calgary Extension

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S Y L L A B U S

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 II** the course will utilize the basic communication and counselling microskills acquired in practicum I, to establish an effective helping relationship that would facilitate the client's personal and spiritual growth and development, change or progress towards wholeness in Christ. Advanced communication skills will be addressed from a problem-management and opportunity-developmental approach. The student-counsellor's skill development will be further developed by building confidence in the interpersonal process in therapy through the study and practice of a relational approach.
(Three Credits)

Course Objectives

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

- Demonstrate acceptable levels of competency in using microskills and advanced counselling skills in simulated and real counselling sessions
- Apply the theory in praxis by establishing client-counsellor relationships in which growth and healing and can take place
- Display advanced levels of proficiency in the counselling process from intake to termination by using empathy to establish a collaborative working alliance, providing a holding environment to help contain painful feelings, and creating immediacy in the therapist-client relationship
- Display the ability to integrate the most relevant aspects of different theoretical orientations applicable to the specific counselling needs of the clients
- Formulate provisional assessments by using applicable diagnostic skills
- Compose provisional conceptualizations by using explanatory models
- Identify salient personal and professional issues, especially those which express the student's cultural identity
- Respond to clients with a multicultural sensitivity and competency, including an appreciation, affirmation, and respect for themselves and their clients as culturally constructed beings

- Develop strong helping-relationships with diverse clients, dealing with reluctant and resistant clients, and to discern when and what to do if treatment is not progressing
- Demonstrate a fitness for counseling ministry by displaying and practicing basic psychological health, including self-awareness, self-acceptance, self-knowledge, self-confidence, courage, resilience, purpose in life, balance, moderation and emotional stability.
- Show that they have been able to identify and overcome any potential encumbrances or impairment to them successfully completing the program of study in counseling and their ultimate professional practice
- Show that they are comfortable and trusting with supervised training experiences and more efficient at student peer-supervision
- Demonstrating an adequate capability at an acceptable standard of competence in advanced information (theory) and skills training (praxis) to progress to subsequent counselling practicums

PROCEDURE

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

- Class lectures, videos, and class discussions (see outline)
- Completion of written and simulated tasks (see course requirements)
- The learning and practice of counselling microskills and advanced counselling skills in a lab setting
- The learning of counselling skills through demonstration, practice and participation in role playing, triad participation in class, and additional video taping of simulated and real counselling sessions
- Participation in individual counselling
- To benefit optimally from the class time, it is imperative that the prescribed reading is done before each class. The focus will be on the experiential-learning process.
- Due to the interpersonal nature of counselling, it is expected that students will do considerable personal growth work in their preparation to engage with clients next semester.

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

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 (valence) of the different course components, are ranked as follows:

Theory	
<i>Class attendance and participation</i>	20%
Praxis	
<i>Group/Tutorial and Dyad Participation</i>	20%
<i>Video Taped Counselling Sessions with outside client</i>	50%
Personal and Spiritual Growth	
<i>Personal Counselling (six sessions) and self-reflection</i>	10%

Required Texts for Practicum II

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

Leahy, Robert; Tirsch, Dennis; Napolitano, Lisa (2011). **Emotion Regulation in Psychotherapy**
Guilford Press:NY

Teyber, Edward. (2011). **Interpersonal Process in Therapy: An Integrative Model** 6th Edition.
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*

Course Requirements for Practicum II

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)

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 microskills and advanced counselling skills competency*
- *Display beginning levels of case conceptualization (applying exploratory models and diagnostic criteria) and using them appropriately in counselling*
- *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 Tutorial Groups, Dyad Participation and Practice of Counselling Skills

Each student must participate in classroom and tutorial 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 dyad each student will take a turn in playing the role of a Counsellor & Counsellee.

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 Supervised Counselling Sessions with an Outside Client (Due: Feb 18, Mar 4, Mar 18, Apr 1)

Each student is required to conduct 5 supervised counseling sessions with an outside client. The 1st Initial Session will not be video-taped but the remaining 4 (four) videotaped counselling sessions of 50 min each will be submitted for supervision-evaluation. The Guidelines for videotape sessions with outside client will be discussed in class.

- The student must submit the names of possible clients to the supervisor as soon as possible. Clients must be approved by the supervisor.

- 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
- After each video-taped counselling session the prescribed written report and self-evaluation must be submitted to the instructor and feedback must be received from the instructor before a next session is to be done. The student-counsellor must meet with the instructor to review each counselling session done

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 **Group Paper: Assessment and Conceptualization** (Due: February 10, 2012)

Each student must research and write a paper (2000 words) on the role of assessment, diagnosis, and conceptualization in counselling.

4.2 **Group Paper: Informed Consent Form** (Due before first Videotaped Session with outside client)

Design and submit an Informed Consent Form to use for the Videotaped counselling with an outside client.

4.3 **Case Notes and Case Conceptualization of sessions with outside client** (Due: March 23, 2012)

Student-counsellors must complete the required report with each videotaped session they hand in. With session FOUR a preliminary case conceptualization must also be handed in.

4.4 **Clinician's Reflection of "In Treatment"**

Watch Paul's weekly therapy session with Gina and for every episode seen write a one-page essay using the guide questions below:

1. To what extent does Paul's personal life is hindering or facilitating his therapeutic work with his clients.
2. Comment on Gina's therapeutic work with Paul in terms of her skills and use of Interpersonal Process in Therapy (IPT) approach to psychotherapy.

5. Personal and Spiritual Growth

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

5.1 **Personal Counselling**

Participate in non-graded individual therapy for a minimum of six sessions and write a 2-5-page report about your experience as a counsellee. Include a letter from the counsellor confirming the six sessions of counselling. (Due April 6, 2012)

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 requirements concerning the avoidance of dual-relationships are applicable for all outside clients. The people counselled for the videotaped sessions, must sign an informed consent form. Although the primary goal is training, authentic counselling must be done. All ethical guidelines concerning counselling must therefore be adhered to. If you realize that the client needs counselling beyond your scope of competence, or if the supervisor and/or instructor points it out, a referral to an applicably qualified counsellor 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.*

