

**Providence Theological Seminary**  
**CP6502 Counselling Theory Practicum IV**  
**Winter Semester 2011 Calgary Extension**  
Professor: **Rolf Nolasco, Jr, MDiv., Th.D., CCC**

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## SYLLABUS

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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

- A. To help the students further develop the skills of assessing and evaluating the dynamics of counselling through group and individual supervision
- B. To help students advance from a practical level of proficiency, to becoming competent practitioners through the development of a collaborative helping-relationship with outside clients
- C. To help the student function more intuitively with the theoretical and theological foundations previously established so that the student can focus on the client and their issues
- D. To help students understand their clients' problems and to use this conceptualization to formulate treatment plans and intervention strategies that would improve their efficacy as therapists. This includes 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.
- E. To encourage ongoing use of genograms as it relates to each session, and to help the students apply explanatory (assessment) and intervention models through supervised case conceptualization and management
- F. To help the student to counsel effectively by employing a broad range of intervention strategies and conceptualise cases using a variety of modes and helping students to integrate different theoretical orientations into a pragmatic approach to helping as they develop their own professional identity as Christian counsellors
- G. 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
- H. To help students to further develop their unique spiritual giftedness within the counselling context and to increase the student's awareness of their "presence" that he/she brings to the counselling relationship

- I. To provide sufficient opportunity for applying theory and skills in praxis as to facilitate the student's progression 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

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)*. New York: John Wiley

Horowitz, Mardi (2005). *Understanding Psychotherapy Change: A Practical Guide to Configurational Analysis*. APA:DC

## 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.*

## 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 January-April) 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 Case Conceptualization Paper (Due February 24, March 23 )**

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>nd</sup> Case Conceptualization)* and *Horowitz's Understanding Psychotherapy Change (2<sup>nd</sup> Case Conceptualization)* and 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.
- 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 Growth & Development

Participate in non-graded personal growth and development opportunities such as

- Individual Therapy for a minimum of 6 Sessions

Prepare and submit a 1000 word report about your experience tending the ground of yourself thru these personal growth and development opportunities.

#### 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.*

