

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	COUNSELLING MAJOR INTERNSHIP COUN 0701
Date and Time	MAY 2020 – APRIL 2021
Instructor	KERN STANBERRY, M.Div., RP, RMFT AAMFT/OAMFT Clinical Fellow & Approved Supervisor Telephone number: 416 226 6620 ext. 2106 Email: kstanberry@tyndale.ca
Class Information	Virtual Office Hours: Available for consultation by appointment only via phone or Video conferencing on Tuesdays 10am – 3pm Wednesdays 9am – 10am & 4:00pm – 5:00pm Thursdays 1pm – 3pm
Course Material	Access course material at http://classes.tyndale.ca/ Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account. To access all course document templates, forms and resources, please go to Counselling Internship site at: http://www.tyndale.ca/seminary/counselling/downloads/internships

I. COURSE DESCRIPTION

All Counselling Major students will be assigned to an internship during their final year. The internship will consist of a minimum of 450 hours over a minimum of two semesters. The internship provides students with an opportunity to put into practice, in a real-world setting, what they have learned from the classroom experience. This practical experience, along with the wisdom and expertise of the supervisor, will further enhance the growth and development of each student, personally and professionally. Students will complete 450 hours of Counselling Internship, with a minimum of 150 hours in direct contact with clients. Students normally complete their internship requirements within an 8 – 12 month period.

Tyndale's M.Div. Counselling major program is an approved education/training program for the College of Registered Psychotherapist of Ontario (CRPO). Consequently, students' internship experience must consist of the practice of psychotherapy as the core of their direct client contact (DCC) hours. In addition, students must receive clinical supervision from an appropriately trained and experienced clinical supervisor who meets the criteria of a "Clinical Supervisor" as described by the CRPO (www.crpo.ca/supervision/).

A. Prerequisites and Co-requisites

Prerequisites for all internships

COUN 0601 & COUN 0602 Pre-internship Counselling Skills Lab I and II

SPIR 0700 Spiritual Formation

LEAD 0510 Leadership Development

Clinical Track Pre- or Co-requisites

COUN 0772 & COUN 0774 Theories and Methods of Family Therapy I and II

COUN 0775 Professional Ethics

B. Registering for Internship Course

- You can register only after you have been accepted in an internship
- Registration cannot be done on-line. Register for COUN 0701 by using "Registration in a Non-Classroom Course" form located at <http://www.tyndale.ca/registrar/forms>
- You do not need to have me sign the non-classroom course form. Your preapproval to register in this course is forwarded to the Registrar's Office, once you have informed me that you have been accepted in an internship.

Note: If you are taking a CASC (CPE/PCE) Unit for your internship

- 1: Student must consult with Tyndale internship director (Kern Stanberry) for specific information and procedure for registering in the internship course. The CASC unit registration process differs depending on where one does the CASC unit.
2. Students are not required to participate in the regular scheduled internship reflection groups as similar reflection are inherent in the CASC course unit.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Properly prepare for counselling sessions
2. Express interpersonal warmth and genuineness with clients
3. Appropriately assess the emotional, intrapersonal, interpersonal, physical and spiritual dimensions of the client's presenting issues and mutually develop clear and realistic therapeutic goals for treatment, in accordance with the performance of the control act of psychotherapy
4. Use systemic lens in developing hypotheses, based on appropriate psychotherapeutic modalities, and to use these in the formulation and implementation of clinical interventions
5. Be aware of, and practice, safe and effective use of self in the therapeutic relationships. This includes (but not limited to) self-reflection and safe practices relating to personal context and biases, values, personal and professional boundaries, diversity, power differential, transference and countertransference, etc.
6. Respect confidentiality
7. Maintain clear and effective oral and written communication, and prepare and retain accurate clinical records
8. Access appropriate support and insight from supervisor and peers
9. Facilitate appropriate termination of the counselling process and make appropriate referrals
10. Demonstrate knowledge, and application, of CRPO ethical standards in the counselling setting and process
11. Manage time effectively and meet deadlines promptly
12. Take charge of situations with confidence and make difficult and non-routine decisions appropriately and effectively
13. Foster positive relationships with colleagues and superiors
14. Demonstrate ability to effectively integrate faith/spirituality in one's life and in the process of providing psychotherapy services

III. COURSE REQUIREMENTS

A. INTERNSHIP SITE:

Following acceptance at an internship site, the student must comply with all contracted requirements of the site including:

- Days and hours of work per week
- Location and reporting supervisor

- Organization's policy and procedures
- All operational rules and guidelines
- Completion of minimum **450 internship hours**, of which a **minimum of 150 must be direct client contact (DCC)** hours.

Planning the Length of Your Internship

- 2 Semesters – 26 weeks
 - 18 hours per week (total time) = (468 hrs)
 - 6 hours per week face-to-face = (156 hrs)
- 3 Semesters – 39 weeks
 - 12 hours per week (total time) = (468 hrs)
 - 4 hours per week face-to-face = (156 hrs)

Note 1: *Students do not usually START at 6 DCC hours per week. You will need higher weekly average to complete 150 hrs in two semesters. Also, you need to account for no-shows and snow days.*

Note 2: *To extend an internship...*

- Beyond 1 year – need approval from the Internship director*
- Beyond 2 years – need approval (and possibly re-payment) from Registrar's Office*

Learning Contract

Together with the supervisor, interns will formulate an individualized learning contract that identifies specific learning goals for the internship and a plan for achieving the goals. The learning contract must be submitted by the end of the first month in which internship starts.

This requirement is related to learning outcome #'s: 1, 6, 7, 8, 10, 11 and 13

B. REFLECTION SEMINARS:

As an ATS accredited school, it is required that all students who are involved in a Tyndale internship meet during each semester, in small groups, to reflect on the internship experience. **The seminar is an opportunity to reflect together on the process of integrating faith/spirituality, learning, and your clinical development.** The schedule for each semester is provided below. The content of the reflections for each semester are as follows:

Fall Semester: Student will prepare a one-page summary of the following and present this (in about 15min) in your small groups. **A copy must be uploaded to your Moodle course assignment page:**

1. Your personal conceptualization of what it means to integrate faith/spirituality/religion into psychotherapy
2. What practical steps you have taken in the therapeutic process to intentionally include (implicitly or explicitly) this integrative concept into your clinical assessment, conceptualization and interventions in relation to the client's presenting issue. Also, note any ethical consideration or issues
3. What challenges and/or successes have you had in doing systemic psychotherapy from this integrative stance
4. A specific question you would like to explore with the group

Winter Semester: Student will prepare a one-page summary of two topics of your choice from your capstone paper (details in next section) and present these (in about 15min) in your small groups. **A copy must be uploaded to your Moodle course assignment page.**

This requirement is related to learning outcome #'s: 2, 3, 5, 10 & 14.

C. EXTERNAL CLINICAL SUPERVISION

With the implementation of the full control act of psychotherapy on January 1, 2020, the College of Registered Psychotherapy of Ontario (CRPO) requires that all prospective student applicants receive some clinical supervision from a qualified RP supervisor. To ensure that all Tyndale interns meet this requirement, two hours of clinical supervision will be provided in the winter semester. To facilitate this supervision, I have provided two forms which you will use in this process. Please see these two, self-explanatory, forms at the end of this syllabus. The supervisor contract form will be provided to you closer to the date of the supervision sessions. The supervision sessions will take place on the same date as the winter reflection seminar. Please see the winter schedule for details.

D. FIELDWORK INTEGRATION CAPSTONE PAPER

During the final semester of your internship (typically the winter semester or may be spring/summer semester) each intern will complete and submit a **Fieldwork Integration Capstone Paper**. Having grappled with the various approaches to integrating

psychology/psychotherapy and theology over your course of study in the counselling program, you will demonstrate how you have practiced your integration approach in your internship field experience. This paper must be 20 – 25 pages in length and complies with the general guideline for the submission of written work (see syllabus Section V.). The **Due date** for this assignment is based on the semester in which you complete your internship. If you will be completing your internship at the end of the **winter semester** (May graduation), your **due date is March 1st**. If you will be completing your internship at the end of the **spring/summer semester** (November paper graduation) **your due date is August 1st**. **Please submit your paper** to the appropriate Moodle page of your internship course **by the respective due date**.

To achieve a Passing Grade, your paper will address each of the following:

In reflecting on your core classroom studies in theology, counselling, formation, ethics and your internship field experiences, as well as relevant literature, write a Fieldwork Integration Capstone paper which demonstrates:

1. Your view of the:
 - a. Nature of human personhood
 - b. Etiology of psychopathology
 - c. Nature of health and wholeness (individually and relationally)
 - d. Process of change
2. Your approach to integrating Christianity/theology and psychotherapy:
 - a. Articulate your own understanding of, and approach to, the integration of Christianity/theology and psychotherapy
 - b. The role your presuppositions and worldviews (theologically, psychologically, culturally, socially, personally-idiosyncratically) play in your approach to integration
 - c. Personal experience of integration with self and in other relationships
 - d. Strengths and challenges with your theory of integration
3. Your practice of integrating Christianity/theology and psychotherapy within your placement setting:
 - a. Ethical and professional considerations
 - b. Organizational considerations and realities
 - c. Implicit and explicit steps to integrate in:
 - i. Your personal character development and formational practices
 - ii. Your assessment of client's presenting issues, case conceptualization, treatment planning, interventions and third-party referral or collaboration

- iii. Supervision – structured, unstructured or peer
- d. Successes, challenges and tensions experienced in your practice of integration and how you hold these as you move forward in your professional/ministry work

This requirement is related to learning outcome #'s: 3, 4, 5, 6, 8, 9, 10, 12, 13 and 14.

Bibliography

This (non-exhaustive) list is provided for your reference only. It is not required reading.

Johnson, E. L. (Ed.). (2011). *Psychology and Christianity: Five Views*. Downers Grove: InterVarsity Press (ISBN 978-0-8308-2848-7)

Carter, J.D., & Narramore, B. (1979). *The Integration of Psychology and Theology: An Introduction*. Grand Rapids: Zondervan. (ISBN 0 310 30341 9/0395)

Malony, H. Newton & Augsburger, D. (2007). *Christian Counseling - An Introduction*. Nashville: Abingdon Press (ISBN 9780687332830)

Aist, Clark S. (2012). The Recovery of Religious and Spiritual Significance in American Psychiatry. *Journal of Religion and Health* 51, no. 3 (September): 615-629. (accessed via Tyndale library here: <https://www.tyndale.ca/library/eresources/jstor>)

McMinn, M.R. (1996). *Psychology, Theology and Spirituality in Christian Counseling*. Wheaton: Tyndale House. (ISBN 0 8423 5252 X)

Crabb, L. J. (1977). *Effective Biblical Counseling*. Grand Rapids: Zondervan. (ISBN 0-310-22570-1)

Kirwan, W.T. (1984). *Biblical concepts for Christian counseling*. Grand Rapids: Baker Book House. (ISBN 08010 5454 0) 3

Gladding, S.T. (2005). *Counselling theories: Essential concepts and applications*. New Jersey: Pearson

E. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

Livestream attendance is mandatory for all interactive requirements of this course (not including your field placement work). A combination of Zoom and Microsoft Team platforms

will be used. Details for the setting up of these connections will be provided based on the respective activity, structure and the schedule. To participate effectively on these platforms, please ensure that you have the following:

- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. ASSIGNMENTS AND EVALUATIONS SUMMARY

By the end of the internship, students will have a portfolio of documents providing evidence of achieving the learning outcomes of the internship program. Below is a summary of internship course assignments/requirements and their respective due dates.

The internship course is graded on a Pass/Fail basis. To achieve a passing grade, all the requirements must be completed by their respective deadlines and submitted using ONLY the forms and templates provided, as is applicable. In addition, the supervisor’s evaluation must indicate a “Satisfactory” or higher rating.

Please submit all assignments to the appropriate folder in your course Moodle “Assignment Submission” webpage, unless otherwise specified. Please name electronic files for submission in the form “LastName, First initial–Abbreviated assignment title– Date [yyyymmdd]” (e.g., Stanberry,K-Site Agreement-20190915)

	Requirements	Submission Deadlines
1	Site Agreement	Within 4-weeks of start of internship or earlier
2	Learning Contract	Within 4-weeks of start of internship or earlier
3	Supervisor Evaluation (one per Semester)	December 18, 2020 and April 15, 2021

4	Internship Record of Clinical Time (Total 450 hrs. with min 150 DCC) MUST USE EXCEL SPREADSHEET PROVIDED	April 15, 2021
5	Direct Client Contact (DCC) Record	April 15, 2021
6	Site and supervisor evaluation	April 15, 2021
7	Reflection Seminar Presentation (one per semester)	(Due as per Reflection Seminar Schedule)
8	Clinical Supervision Participation	(See Winter Reflection Seminar schedule)
8	Capstone Paper	March 1st – if graduating May August 1st - if graduating November

All assignment document templates and forms can be accessed from the [counseling internship website](#).

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. **Title page and documentation:** The title page should include the name of the course, name of the instructor, title of the paper/assignment, student's name, and the due date. Students are expected to honestly reflect use of materials other than their own. Tyndale does not tolerate plagiarism in any form. Any sources used in the paper should be properly documented using the format provided by the Publication Manual of the American Psychological Association (APA).
2. **Papers** must be typed, double spaced, and written using inclusive language. Students are required to retain a copy of all assignments in hard copy or electronic form. Graduate level spelling, grammar and style are expected.

3. **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration

with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics:

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office (aa@tyndale.ca) before proceeding.

IV. REFLECTION SEMINAR AND GROUP SUPERVISION SCHEDULES

Fall 2020 Reflection Seminar

- Session 1: Wednesday Oct 7, 2020 | 3:00pm - 5:00pm **Zoom/Team invitation TBA**
- Session 2: Tuesday Oct 13, 2020 | 1:30pm – 4:00pm **Zoom/Team invitation TBA**
- Session 3: Wednesday Nov 4, 2020 | 3:00pm - 5:00pm **Zoom/Team invitation TBA**
- Session 4: Tuesday Nov 10, 2020 | 9:00am – 11:30am **Zoom/Team invitation TBA**

[TBA = to be arranged]

Winter 2021 Reflection Seminar and Clinical Supervision

- Session 1: Tuesday January 19, 2021 | 8am – 12pm **Zoom/Team invitation TBA**
- Session 2: Thursday January 28, 2021 | 1pm – 5pm **Zoom/Team invitation TBA**
- Session 3: Tuesday March 16, 2021 | 8am – 12pm **Zoom/Team invitation TBA**
- Session 4: Thursday March 25, 2021 | 1pm – 5pm **Zoom/Team invitation TBA**

Permission from Organization/Agency for External Supervision

Tyndale Seminary Counselling Major Internship

This document acknowledges that I, _____,
(Name and Position)

of _____, will be receiving external
(Name of Organization/Agency)

supervision from _____
(Name and credentials of Supervisor)

I acknowledge and will adhere to the following:

- The purpose of this supervision is to meet requirements for (check all that apply):
 - CRPO (To ensure mandated clinical supervision hours for interns by a qualified **RP supervisor**)
 - Training program Internship/Practicum for Tyndale University
 - Professional association e.g. CAMFT AAMFT Other _____
 - Other: _____
- Agency policy and internal supervision will usually override external supervisor directives
- External supervision does not replace agency supervision
- All case presentations will be given without identifying information and confidentiality will be maintained according to the CRPO & AAMFT Codes of Ethics and any other professional association or college I am a part of and _____ Policies.
(Name of Organization/Agency)
- All client files will remain on site at _____ and
(Name of Organization/Agency) clinical documentation will not be used for supervision.
- I am covered for professional liability insurance under my training institution.
- **Note:** Agency policy and internal clinical supervision will override external supervisor directives, except in cases where the external supervisor identifies a risk to safety or has duty to report/warn under current Canadian law.

Intern's Name and Credentials

Signature

Date

Agency Supervisor/Manager Name and Credentials

Signature

Date

External Supervisor Name and Credentials

Signature

Date

Tyndale Counselling Major Internship
Case Presentation Format for Group Supervision

Presenter's Name(s):

Setting:

Date:

Note: Please write up a response to each question and give a copy to group supervisor at the beginning of the presentation. **DO NOT** include any information that would identify the client!

Opening: Questions for Supervision

1. What are your questions for supervision as you begin to prepare for case presentation? (Include at least 2-3 questions.) To help you further, think about the following: What do you want or need to talk about regarding this "client"? What do you hope to gain in supervision?
2. Ethical questions or dilemmas you have about this case. Think of at least one.
3. Include at least one SEUS question, reflection, dilemma, etc. This may be part of section 1 or 2 above.

Client Profile

1. Presenting problem(s) or issues(s) as described by the client.
2. Description of the client in session (e.g. body language, affect, appearance, voice tone, etc.).
3. Client's genogram (copy needed for each group member or use white board). **DO NOT** include names or other identifying information. What is the impact of family history on present functioning? Presenter is responsible to erase white board or shred copies after presentation except supervisor keeps one copy.
4. What is your therapeutic plan so far?
5. Other history and relevant information from the client's present situation (e.g. race/culture, faith identity, physical health, nodal events, trauma history, occupation/employment, impact of systems on the person (such as family, relational, environmental, gender, socioeconomic, church, etc.), education, and so on.
6. What are the core issues affecting the client's present situation?

Therapy Profile

1. Number of times you have met.
2. What are the client's explicit and implicit goals for counselling?
3. What is your grounding theory with this client and what is your initial sense of the therapeutic issues using that lens? Are there any secondary theories that are helping to inform your work with this client (e.g. Bowenian, Solution-Focused, EFT, Narrative, CBT, DBT, Focusing, etc.)? What insights do you have from a Systems perspective that are relevant to this case?
4. Are spiritual/religious issues presented as integral to this case? If so, how are they conceptualized and integrated into the case treatment planning?
5. What are the client's resources/ strengths/ positive assets that might be brought to the presenting issue to help in re-storying?

The Therapeutic Relationship

1. What is the level of connection and safety between you and your client? What is your evidence?
2. What are the gender, class, economic, racial and cultural factors, etc., informing the therapeutic relationship, (e.g. what are the similarities and differences between you and the client and what is the impact)?
3. Transference: how does the client experience you (e.g. roles, feelings, memories, fears, blocks, defences, hopes, trust, etc.)?
4. Countertransference: how do you experience the client (e.g. roles, feelings, memories, fears, blocks, defences, etc.)? Are any of your "buttons" being pushed or any of your issues being touched?

5. Given the transference and countertransference dynamics, what is your understanding of what is going on in the therapeutic relationship? What are the strengths and weaknesses of the relationship?

Closing: Therapist's Learning from Preparation for Case Presentation

1. Revisit your questions and dilemmas that you included in the "Opening" with tentative thoughts or ideas if you have any.
2. Include any new questions or insights that have surfaced in preparing for the case presentation.