

*“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.”*

<b>Course</b>	<b>PRE-INTERNSHIP COUNSELLING SKILLS LAB I</b> COUN 0601 (SECTION 01)
<b>Date and Time</b>	SEPTEMBER 15 – DECEMBER 8, 2021 WEDNESDAYS 11:15 AM – 2:05 PM
<b>Instructor</b>	<b>DR. SUSAN ELLFELDT</b> 416-226-6620 ext. 6787 416-695-8486 Email: <a href="mailto:sellfeldt@tyndale.ca">sellfeldt@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed <i>via Zoom</i> on Wednesdays 11:15 AM – 2:05 PM.  Office Hours: by appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. <a href="#">Learn how to access and forward emails to your personal account.</a>

## I. COURSE DESCRIPTION

An on-site weekly three-hour training intensive focusing on the learning and development of counselling skills through lecture, video and role-playing experiences.

*Prerequisites: COUN 0574 and COUN 0677. Prerequisite (Clinical Track only): COUN 0674. Pre- or Corequisite (Clinical Track only): COUN 0772. COUN majors only or with permission of Counselling Department.*

**Students must take Skills Lab I and II consecutively in the same academic year.**

Please be aware that a **pre-internship seminar is required** in the second semester (Lab II).

## II. LEARNING OUTCOMES

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

- Demonstrate competence in using 24 micro-skills related to the counselling process
- Demonstrate skill in integrating the micro-skills into the counselling process
- Demonstrate beginning competence in effective and appropriate use of self in the therapist role
- Demonstrate beginning competence with common counselling issues
- Demonstrate beginning competence in integrating counselling skills with therapeutic orientations
- Demonstrate ability to manage an intake counselling session by identifying client concerns, exploring client context, applying an appropriate therapeutic orientation to the client situation and mutually setting goals with the client for future work.
- Demonstrate in the second semester beginning competence in applying appropriate and effective interventions from a selected therapy model to move the client toward goals.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Ivey, A. and Ivey, M, Zalaquett, C. (2018). *Intentional interviewing and counselling: Facilitating client development in a multicultural society* (9th ed.). Pacific Grove, CA: Brooks/Cole. ISBN- 978-1-305-86578-5

### B. REQUIRED ASSESSMENT INSTRUMENTS

(Directions for ordering will be given first week of class)

Results should be turned in through the course page on [classes.tyndale.ca](https://classes.tyndale.ca).

1. Kolb Learning Style Inventory – available on-line Version 4.0
2. Myers-Briggs Type Indicator – available on-line

### C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- 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

## **D. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

## **E. ASSIGNMENTS AND GRADING**

### **1. Weekly Homework: 0% of final grade**

Homework is assigned weekly to aid students in preparing for class participation and skill acquisition. Students are not required to turn in these assignments.

### **2. Self-Assessment and Personal Reflection work sheets: Due October 13; 0% of final grade**

To be turned in on class page on [classes.tyndale.ca](http://classes.tyndale.ca).

### **3. First Demonstration of Skills Tape, Transcript and Paper: Due Nov 10; 35% of final grade.**

At a midpoint in the semester, the student will record a 10 to 15 minute interview using a fellow student as “client”, and provide a recording and a verbatim transcript of this interview. The student will also write a 3 to 4 page paper evaluating the interview and identifying areas for improvement. This assignment is meant to provide feedback at mid-semester to the student regarding skill mastery in this class. Grade will be based on smoothness and clarity of language, correct use of micro skills, as well as appropriate use of empathy and avoidance of bias and judgment. The transcript and paper and the link to the recording should be turned in on the class page on [classes.tyndale.ca](http://classes.tyndale.ca).

### **4. Final Demonstration of Skills Tape, Transcript, Rewritten Transcript, and Self-reflection Paper: Due Dec. 15; 55% of final grade.**

The two transcripts, paper, and link to recording should be submitted on the class page on [classes.tyndale.ca](http://classes.tyndale.ca).

The student will be expected to record a 15-minute interview with a “client” (a fellow classmate in role-play), produce a recording and verbatim written transcript of the interview, analyze the interview for effective use of various skills, and rewrite the interview, replacing poor usage of the skills with appropriate usage. The student is then to write a 2 to 3 page reflection paper on

the development and progress made this semester on use of counselling skills. Scoring of transcripts will be related to the student's ability over 4 areas:

- Clarity, smoothness, and professionalism of language which includes effective transitions and explanations
- Appropriate use of micro-skills in the interview process
- Sense of direction and goals
- Appropriate expression of empathy, positive regard, and warmth which includes absence of obvious bias, judgments and leading questions

### 5. Small Group Work: 10% of final grade

*[Small group participation will be done via zoom with invitations coming biweekly from the TA's]*

Small group role plays with students working as therapist and client is evaluated weekly. Each student is expected to practice the roles of counsellor and client in the small group practice sessions weekly or as often as possible to ensure skill acquisition and development. The student is responsible for reviewing that recording at home. Care must be taken of any sensitive materials on these tapes. Each week the student will also observe other students practicing skills and will give feedback. This feedback may be added to other self-awareness information accumulated by each student throughout the year and can be used to prepare the final Reflection paper. TA's supervising these small groups will record a weekly rating (1-10) for each student that will be averaged at the end of the semester to give each student points for the quality of their small group work.

### 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. SUMMARY OF ASSIGNMENTS AND GRADING

First Demonstration of skills, tape, transcript	35%
Final Demonstration of skills tape, transcript, etc.	55%
Weekly Small Group Work	10%
Total	100%

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. **The reflection papers** should demonstrate the student's ability to process his/her internal responses personally and professionally. The ability to reflect upon and process feelings and thoughts is an important skill in counselling work.
2. **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 date due. 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.
3. **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, and grades will be lowered if written expression is poor.
4. Tyndale Seminary's **policy on late assignments** will be followed. For each week late, the grade will be reduced by 1 letter grade. Extensions will be considered if the circumstances are extreme. No final assignments or examinations will be accepted later than 5:00 PM on December 17.

### **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](mailto:aa@tyndale.ca)) before proceeding.

## I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

<u>Date &amp; Topic</u>	<u>Reading and Assignments Due</u>
<b>Session 1 Sept 15</b> Introduction to course Self-Assessment/Self Reflection work sheets Instruments (MBTI, Kolb) Intentional interviewing & counselling Use of self in counselling	Read: Ivy Chapters 1 & 2
<b>Session 2 Sept 22</b> Review instruments <b>Record 10 minute interview</b> Assign and hand out DCT Attending Behaviour	Read: Ivy Chapter 3 <b>Due: Kolb &amp; MBTI (taken &amp; scored)</b> <b>Bring recording device</b> Practice Exercises, p 77-78: 3.1 & 3.2 Read: 2 posted articles on class page
<b>Session 3 Sept 29</b> Encouragers, Paraphrasing,  Summarizing	Read: Ivy Chapter 6 Practice competency exercises, p149: 6.1 – 6.2 <b>Due: DCT (taken and scored)</b>

**Session 4 Oct 6\_**

Questions  
Transitions

Read: Ivy Chapter 5  
Practice competency exercises, p126 –  
127: 5.1 – 5.3

**Session 5 Oct 13\_**

The interview process  
Observation skills  
Goal Setting

Read: Ivy Chapter 4  
Practice competency exercises, p102-103:  
4.2 & 4.3

**Due: Self-Assessment and Self Reflection  
worksheets**

**Session 6 Oct 20**

Emotions  
Reflection of feelings  
DCT

Read: Ivy Chapter 7  
Exercises p173: 7.1 - 7.3  
Download: posted on class page

**Reading Week Oct 27**

**Session 7 Nov 3**

Integrating listening skills & setting goals

Read Ivy Chapter 8, pp178-189

**Record for first transcript**

**Session 8 Nov 10**

Empathy

Reread: Ivy Chapter 3, pp66-77  
Practice competency exercises  
On page 81 – 82 (Portfolio of  
Competencies...)

**Due: First Transcript and Paper**

**Session 9 Nov 17**

Confrontation

Read: Ivy Chapter 10  
Practice competency exercises, pp248-250:  
10.1 – 10.4

**Session 10 Nov 24**

Reflection of meaning

Read: Ivy Chapter 11  
Practice competency exercises: pp276-277  
11.1-11.3

**Session 11 Dec 1\_**

Focusing the interview

Read: Ivy Chapter 9  
Practice competency exercises, p223;  
9.1-9.2

Session 12 Dec 8

None assigned

**Record for Final**

**Final Transcript, and Rewrite due December 15**

**No assignments accepted after 5pm on Dec 17**

## V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)