

“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	PRE-INTERNSHIP COUNSELLING SKILLS LAB II COUN 0602 1S
Date, Time, and Delivery Format	JANUARY 11 – APRIL 5, 2023 WEDNESDAYS 11:15 AM – 2:05 PM SYNCHRONOUS ONLINE
Instructor	DR. SUSAN ELLFELDT, DMin 416-226-6620 ext. 6787; 647-223-2149 Email: sellfeldt@tyndale.ca
Class Information	The classes will be livestreamed <i>via Zoom</i> on Wednesdays 11:15 AM – 2:05 PM. Office Hours: by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

A weekly three-hour training intensive focusing on the learning and development of counselling skills through lecture, video and roleplaying experiences.

Prerequisite: COUN 0601.

Pre- or corequisite COUN 0774.

Students must take Skills Lab I and II consecutively in the same academic year. Only open to students in the Counselling major, or with permission of instructor.

II. LEARNING OUTCOMES

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

1. Demonstrate competence in using 24 micro-skills (for the year) related to the counselling process
2. Demonstrate skill in integrating the micro-skills into the counselling process
3. Demonstrate beginning competence in integrating counselling skills with therapeutic orientations and a therapeutic plan
4. Demonstrate beginning competence understanding common counselling issues
5. Demonstrate ability to manage an intake counselling session and subsequent sessions using the micro-skills mentioned above
6. Demonstrate understanding of contextual differences and diversity and how to manage those differences in session

III. COURSE REQUIREMENTS

A. REQUIRED READING

Brown, J. (1997). The question cube: A model for developing questions repertoire in training couples and family therapists. *Journal of Marital and Family Therapy*, 23, 27-40.

Erford, B. (2020). *45 techniques every counselor should know* (3rd ed.). New York, NY: Pearson. ISBN 978-0-13-469489-4

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. OTHER READING REQUIREMENTS

You are also required to choose one of the books from the following reading list (please see Assignment 3 below):

Burns, D. (2008). *Feeling good: The new mood therapy revised and updated*. New York, NY: HarperCollins Publishers Inc. ISBN 0-380-73176-2

Johnson, S. & Whiffen, V. (2003). [*Attachment Processes in Couple and Family Therapy*](#). New York, NY: The Guilford Press. ISBN 1-59385-292-4

Kerr, M. & Bowen, M. (1988). *Family evaluation: An approach based on Bowen Theory*. New York, NY: W. W. Norton & Company. ISBN 0-393-70056-9

Napier, A., & Whitaker, C. (1988). *The family crucible: The intense experience of family therapy*. New York, NY: Harper & Row. ISBN 0060914890

Summers, R. & J. Barber, Editors (2015). [Practicing Psychodynamic Therapy: A casebook.](#) New York, NY: The Guilford Press. ISBN 978-1-4625-1729-9

C. SUPPLEMENTARY / RECOMMENDED READING:

Bauman, S. (2008). *Essential Topics for the helping professional*. New York, NY: Pearson Education, Inc. ISBN 10: 0-205-41401-X or ISBN13: 978-0-205-41401-7 (out of print but purchasable used)

Gladdings, S. (2005). *Counseling Theories: Essential concepts and applications*. Upper Saddle River, NJ: Pearson. ISBN 0-13-113845-6

D. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

*exceptions with permission from professor

E. ASSIGNMENTS AND GRADING

1. Performance in Practice Groups: 10% of final grade

Given the nature of this course, participation at various levels is very important to learning. Each student is expected to practice the roles of counsellor and client in the small group practice sessions as often as possible to ensure skill acquisition and development. A weekly record sheet will be kept. The student is responsible to record their vignette and review that recording at home. Care must be taken of any sensitive materials on these recordings. Each week the student will also observe other students practicing skills and will give feedback. Personal feedback may be added to other self-awareness information

accumulated by each student throughout the year and can be used to prepare the final self-reflection paper.

2. Homework: not graded

Homework is assigned weekly to aide students in preparing for class participation and skill acquisition.

3. Case study: Due **March 1; 35% of Final Grade**

Students must select and read one of the 5 books listed in the “Other Requirements” section of the syllabus. They then must choose one case from the 8 vignettes titled *2023 Vignettes for Case Study Assignment* (found on the class page) which they believe could be treated via the therapeutic model described in the selected book. Students must assume they learned the information given in the vignette from observations and questioning during the intake sessions, and they must let the reader know where their information came from (client observation, client comments, etc.). Students will also find it necessary to add information (by interviewing the client) about the client to the vignette information in order to have enough data to assess and conceptualize the case. These 2 sources of data then become the foundation for their assessment and conceptualization of the case, and the student must relate how they acquired the information (typically during the interview). Drawing on the counselling micro skills they have learned in the course through lecture and drawing from the reading they have done on their selected therapeutic model, students are required to develop and document a detailed initial therapeutic plan. The plan must include the following:

- **Type of therapy** (individual, couple, or family)
- **Presenting issue(s)**
- **Current circumstance** which brought client to therapy, individual and systemic issues and historical factors
- **Risk factors** which may have been already assessed, implied or suspected (including but not limited to child abuse, neglect, domestic violence, suicide and/or homicidal ideation)
- **Therapeutic goals:** (mutually set goals between client and therapist)
- **Client’s theory of change** and attempted solutions, if any
- **Client’s strength and resources** (both from client’s statements and counsellor’s observations)
- **Counsellor's observations** and impressions of client in sessions and how counsellor refined his/her assessment and concluded with the assessment and therapeutic orientation he/she will use to conceptualize this case.

- **Counsellor's hypothesis:** Conceptualize the client's story using your selected therapeutic orientation primarily, but including any secondary models that may apply. Include formulations of core issues, basics of the counselling theory and approaches being drawn on, theological factors present, and client's readiness for change.
- **Suggested initial therapeutic plan: Working from your selected therapeutic orientation,** outline number of sessions anticipated; frequency of sessions; therapeutic interventions and techniques that may be helpful; assessment instruments, if any, that may be used; other professionals or supportive people who may be helpful to involve in helping the client if any. This section should move from one intervention to the next and give the reader a sense of the flow of the sessions, the reasoning involved in movement from one intervention to the next, and the purpose and hoped for outcome of each transition. In other words, this is not simply a list of possible interventions that might be helpful.
- **Therapeutic alliance:** Mention areas of strengths and potential challenges, the impact of client's issues on you, transference and/or countertransference issues, etc.)
- **References:** Sources used must be documented using the format provided by the *Publication Manual of the American Psychological Association*. **There should be secondary references to your chosen book.**

I am most interested in the student's ability to apply a therapeutic orientation to the case, conceptualize the case through this orientation, and accurately apply interventions from that orientation to the client case in a strategic manner.

4. **Demonstration of skills recordings and 2-3 page self-reflection paper. Recording will be done in both the last week of the semester and during finals week. Paper due March 29th; Recording is 55% of Final Grade.**

Students will be expected to record two 12 minute interviews with a "client" (a fellow classmate in role-play). The first interview will be an "intake" interview, and the second will be a "work" interview. Student will be given a few minutes between the two interviews to gather their thoughts and will also be given a few minutes at the end of the interviews to reflect on their work and communicate what they might have done differently. In addition, students are to submit a 2-3 page reflection paper on the development and progress they have made this semester on use of the counselling skills, including an identification of their skill preferences, style, and preferred theoretical orientation. This should include information gleaned from the several assessment tools taken in the first semester. This paper is due March 29th. With regard to the recordings, students will be graded on the following:

- Clarity and smoothness of language which includes introductions, transitions, explanations
 - Absence of bias, transference, leading questions, and judgments
 - Use of micro-skills to direct the session and set goals
 - Appropriateness of direction and goals
 - Appropriate expression of empathy, positive regard, and warmth
5. A 1 1/2 day seminar addressing important protocols for risk assessment, note taking and other processes related to internships and registration with the CRPO is not required, but it is strongly suggested. The seminar will fall on January 27 and 28.

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

Evaluation is based upon the completion of the following assignments:

Case Study	35%
Demonstration of skills tape	55%
Weekly Small Practice 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:** 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.
3. **Documentation:** Papers must be 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. Reports of psychological research should follow the rules set forth in the *Publication Manual of the American Psychological Association*, 7th ed. (2019). All parts of the report are typed double-spaced, and without justifying the right hand margin. Use a 12 point font (“Times New Roman” or “Courier” is preferred). The [APA Style Guide](#) is a helpful web site for all questions regarding APA style. Students are expected to honestly reflect use of materials other than their own. Tyndale does not tolerate plagiarism in any form.

4. Tyndale Seminary’s **policy on late assignments** will be followed. For each week late, the grade will be **reduced by a letter grade**. Extensions will be considered if the circumstances are extreme. **No final assignments or examinations will be accepted later than 5:00 p.m. on Friday, April 14.**

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. Please refer to the [Academic Integrity website](#) for further details.

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.

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

Date	Topic	Reading and Assignments Due
Jan. 11 Session 1	Theories of Change Problem Analysis Case Conceptualization	Ivey: Chapter 13 (pp 330-340), Chapter 14
Jan. 18 Session 2	Therapeutic plan Levels of assessment Action plan Theological considerations Child Sexual Abuse	Article: C. Franklin: Current Trends & Practices in Family Therapy (on class page) Bauman Ch. 1 (class page) Guideline-Disclosing Information to Prevent Harm (class page) CAS Info for Youth-Serving Agencies (class page) Child Abuse article (class page)
Jan. 25 Session 3	Models of Therapy Cognitive and Behavioural Therapy	Erford: pp 113-139 Download Thought Record (class page)
Feb. 1 Session 4	The Question Cube	Reading: <i>J. of Marital and Family Therapy</i> , 1997, 23, 27-40: Brown, J. E. The question cube (found on class page) Erford: pp 148-182

Feb. 8 Session 5	Higher influence skills Interpretation/Reframe	Ivey: Review Chapter 11 Assignment Session 5 (class page) Erford: pp 193-219
Feb. 15 Session 6	Logical Consequences Feedback & Self disclosure	Ivey: Chapter 12 pp 283-300 Assignments: Session 6 (class page) Erford: pp 27-57, pp 93-98
Feb. 22	NO CLASS – Reading Days	
March 1 Session 7	Directives Psychoeducation Empowerment and Change	Ivey: Chapter 12, pp 300-309 Case Study due
March 8 Session 8	Differentiation / Role play / Coaching	Erford: pp 182-193, pp 57-73 Download: Inner Child Diagram (class page)
March 15 Session 9	Trauma and Violence	Suggested: Bauman Chapter 7 Erford: pp 73-91 The Body keeps score article (class page) Podcast: “Discovering the Window of Tolerance” ft. Aundi Kolber (Episode 3 on Let’s be Real https://www.youtube.com/watch?v=-KSSSLx_6r8 (How to find and function in our window of tolerance despite stress/trauma and integration of faith) Video: “Three Ways Trauma Can Change the Brain” ft. Dr. Bessel van der Kolk (NICABM) https://www.youtube.com/watch?v=LKWUmwxi1Zl

March 22 Session 10	Sexual Minorities	Bauman, Chapter 4 (suggested) Erford pp 219-243
March 29 Session 11	Prayer, Scriptures, and Role of the Holy Spirit in Counselling	Helping and the Holy Spirit article (class page) Therapy without Walls article (class page) Final Reflection paper due
April 5 Session 12	Recording for final transcripts begins and runs through Finals Week	
April 12 Finals Week	Recordings run through Finals week	

NOTE: No assignments will be accepted after Friday, April 14th at 5:00 PM.

V. SELECTED BIBLIOGRAPHY (to be provided in class as necessary)

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