



**Course Syllabus
FALL 2011**

**PRE-INTERNSHIP COUNSELLING SKILLS LAB 1
COUN 0601**

**WEDNESDAYS 8:30 -11:20 AM
SEPTEMBER 14 – DECEMBER 7, 2011**

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8:30am-4:30pm by appointment

To access your course materials at the start of the course, please go to
<https://www.mytyndale.ca>

I. COURSE DESCRIPTION

Counselling Skills Lab I and II is an on-site, weekly 3-hour training intensive, focusing on the learning and development of counselling skills through lecture, video, and role-playing experiences.

It is a second year requirement designed to help prepare counselling majors for their internship in the third year. The counselling skills will be broken down into micro components and each “micro-skill” will be practiced separately. The skills will be progressively integrated throughout the year. The intent is that each student will have gained experience using these skills in a lab setting before using them in a clinical environment in the third year.

Prerequisites and Corequisites:

Prerequisites: COUN 0574, COUN 0677

Prerequisite (Clinical Track only): COUN 0674

Pre or Corequisite: COUN 0772 (for Clinical Track only)

Students must take Skills Lab 1 and II consecutively in the same academic year.

Only open to students in the Counselling major.

II. LEARNING OUTCOMES

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

- Demonstrate competence in using 24 micro-skills (for the year) related to the counselling process
- Demonstrate skill in integrating the micro-skills into the counselling process
- Demonstrate beginning competence in integrating counselling skills with therapeutic orientations
- Demonstrate growing confidence in the use of counselling skills with clients in individual and couple setting
- Demonstrate beginning competence understanding common counselling issues
- Demonstrate ability to manage an intake counselling session using the micro-skills mentioned above

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Ivey, A. and Ivey, M, Zalaquett, C. (2010). *Intentional interviewing and counselling: Facilitating client development in a multicultural society* (7th ed.). Pacific Grove, CA: Brooks/Cole. ISBN-10: 0495601233 ISBN-13: 9780495601234

Fosarelli, P. (2003). *Family Ministry Desk Reference*. Louisville, Kentucky: Westminster John Knox Press. ISBN 0-644-22668-X

Instruments

1. [Kolb Learning Style Inventory](#) – available on-line
2. Myers-Briggs Type Indicator – available at the bookstore by request

Other Requirements

1. Students are required to bring a video or audio recording device to class each week.

B. ASSIGNMENTS AND GRADING

1. Homework: Due weekly.

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

2. Instruments: Due on September 21, 2010.

These two assessment tools must be taken and handed in by the second week of class.

3. Demonstration of skills tape, transcript and paper: Due on October 26, 2011; 30% of final grade.

At a midpoint in the semester, the student will record a 10 minute interview using a fellow student as “client”, and provide a transcript of this interview and tape. The student will also write a short paper (2-3 pages) 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.

4. Demonstration of skills tape, transcript, rewritten transcript, analysis, and 3 to 4 page self reflection paper: Due on December 14, 2010; 70% of final grade.

The student will be expected to record a 20 minute interview with a “client” (a fellow classmate in role-play), produce a written transcript of the interview, analyze the interview for effective use of various micro-skills, and rewrite the interview, replacing poor usage of the micro-skills with appropriate usage. The student is then to write a three to four 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 5 areas:

- 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

C. 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 p.m. on December 16th.**
5. Students should 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. The Academic Calendar is posted at <http://tyndale.ca/registrar/calendar/2011-2012>.

D. SUMMARY OF ASSIGNMENTS AND GRADING

First Demonstration of skills tape, transcript, etc.	30 %
Final Demonstration of skills tape, transcript, etc.	70 %
Total Grade	100 %

Attendance: 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 participation sheet will be kept. Each student is required to record her/his turns as counsellor. The student is responsible to bring a tape to class and to review that tape 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.

IV. COURSE SCHEDULE, CONTENT, AND REQUIRED READINGS

<u>Date</u>	<u>Topic</u>	<u>Reading and Assignments Due</u>
Sept. 14	Introduction to course Instruments (MBTI, Kolb) Intentional interviewing & counselling Introduce self assessment & notebook	Read: Ivy Chapters 1 & 2
Sept. 21	Attending Review instruments Record 10 minute interview Assign & hand out DCT	Read: Ivy Chapter 3 Practice competency exercises p82+ Due: Kolb & MBTI taken and scored Bring recording device
Sept. 28	Encouragers, paraphrasing, summarizing Aging Arrange groups	Read: Ivy Chapter 6 Practice competency exercises p165+ Read Fosarelli pp56-62 Due: DCT taken and scored
Oct. 5	Questions	Read: Ivy Chapter 4 Practice competency exercises p115+
Oct.12	Observation skills Substitute care	Read: Ivy Chapter 5 Practice competency exercises p142+ Read: Fosarelli pp63-71

Oct. 19	Reflection of feelings DCT Record 10 minute interview	Read: Ivy Chapter 7 Practice competency exercises p191+
Oct. 26	Integrating listening skills (Intake interviews) Demonstrate intake interview	Read: Ivy Chapter 8, pp119-203, 209-227 Due: 10 minute interview, transcript and paper (30%)
Nov. 2	Empathy Death and loss	Read: Ivy Chapter 8, pp 203-209 Practice competency exercises p227+ Read: Fosarelli pp12-29
Nov. 9	Confrontation	Read: Ivy Chapter 9 Practice competency exercises p257+
Nov. 16	Reflection of meaning Sudden loss, chronic conditions	Read: Ivy Chapter 11, pp292-307 Practice competency exercises p314 on meaning Read: Fosarelli, pp37-43, 49-55
Nov. 23	Focusing the interview Adoption, elder care	Read: Ivy Chapter 10 Practice competency exercises p285+ Read: Fosarelli pp4-11
Nov. 30	Cross-cultural counseling	Review Interview structure and requirements
Dec. 7	Record 20 min. interview for final grade	None Assigned
Dec. 14	No class meeting	Due: Final 20 min. interview tape, transcript, rewrite, and reflection paper (70%)

No assignments accepted after 5 pm on December 16.