



TYNDALE

• SEMINARY •

Course Syllabus

Fall 2012

PRE-INTERNSHIP COUNSELLING SKILLS LAB 1
COUN 0601

Wednesdays: 8:30 – 11:20

INSTRUCTOR: Dr. Susan Ellfeldt, D.MIN

Telephone Number: 416 226 6620 ext. 6787 & 416 695 8486

E-mail: sellfeldt@tyndale.ca & sellfeldt@rogers.com

Office hours: Available for consultation Tuesdays and Wednesdays
8:30 – 4:30 PM by appointment

To access your course material, please go to <http://mytyndale.ca>

I. COURSE DESCRIPTION

Counselling Skills Lab I and II is on-site, weekly 3-hour training intensives, 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 I 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

Instruments:

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

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 19, 2012

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 31, 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, and 3 to 4 page self reflection paper: Due on December 12, 2012; 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 14th.**
5. 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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. 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/2012-2013>.

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. 12	Introduction to course Instruments (MBTI, Kolb) Intentional interviewing & counselling Introduce self assessment & notebook	Read: Ivy Chapters 1 & 2

<p>Sept. 19 Attending</p> <p>Review instruments</p> <p>Record 10 minute interview</p> <p>Assign & hand out DCT</p>	<p>Read: Ivy Chapter 3</p> <p>Practice competency exercises p82+</p> <p>Due: Kolb & MBTI taken and scored</p> <p>Bring recording device</p>
<p>Sept. 26 Encouragers, paraphrasing, summarizing</p> <p>Arrange groups</p>	<p>Read: Ivy Chapter 6</p> <p>Practice competency exercises p165</p> <p>Due: DCT taken and scored</p>
<p>Oct. 3 Questions</p>	<p>Read: Ivy Chapter 4</p> <p>Practice competency exercises p115+</p>
<p>Oct.10 Observation skills</p> <p>Cross cultural considerations</p>	<p>Read: Ivy Chapter 5</p> <p>Practice competency exercises p142+</p>
<p>Oct. 17 Reflection of feelings</p> <p>DCT</p> <p>Record 10 minute interview</p>	<p>Read: Ivy Chapter 7</p> <p>Practice competency exercises p191+</p>
<p>Oct 24 Reading Days – no class</p>	
<p>Oct. 31 Integrating listening skills (Intake interviews)</p>	<p>Read: Ivy Chapter 8, pp119-203, 209-227</p> <p>Due: 10 minute interview, transcript and paper (30%)</p>

Nov. 7	Empathy Ethical issues	Read: Ivy Chapter 8, pp 203-209 Practice competency exercises p227+
Nov. 14	Confrontation	Read: Ivy Chapter 9 Practice competency exercises p257+
Nov. 21	Reflection of meaning	Read: Ivy Chapter 11, pp292-307 Practice competency exercises p314 on meaning
Nov. 28	Focusing the interview	Read: Ivy Chapter 10 Practice competency exercises p285+
Dec. 5	Record 20 min. interview for final grade	None Assigned
Dec. 12	No class meeting	Due: Final 20 min. interview tape, transcript, rewrite, and reflection paper (70%)

No assignments accepted after 5 pm on December 14.