



**TYNDALE**  
Seminary

## **Course Syllabus**

### **PRE-INTERNSHIP COUNSELLING SKILLS LAB II (COUN 0602)**

**Winter 2012**

**January 11 to April 11, 2012**

**Wednesdays 1:00 pm – 3:40 pm**

**Instructor: Dr. Susan Ellfeldt**

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Course Resource Page: <http://class.tyndale.ca>

Available for consultation Tuesdays and Wednesdays  
by appointment

## **I. COURSE DESCRIPTION**

An on-site weekly 3 hour training intensive focusing on the learning and development of counselling skills through lecture, video, and role-playing experiences.

This course 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: COUN 0601; Pre- or co-requisite (clinical track only): COUN 0772 and 0774. Students must take Skills Lab 1 and II consecutively in the same academic year. Only open to students in the Counselling major, or with permission of instructor.

## **II. LEARNING OUTCOMES**

Upon completion of this course, students will:

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
4. Demonstrate growing confidence in the use of counselling skills with clients in individual and couple setting

5. Demonstrate beginning competence understanding common counselling issues
6. Demonstrate ability to manage an intake counselling session and subsequent sessions using the micro-skills mentioned above

### III. COURSE REQUIREMENTS

#### A. Required texts

1. Ivey, A. and Ivey, M, Zalaquett, C. (2010). *Intentional interviewing and counselling: Facilitating client development in a multicultural society* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN-10: 0495601233 or ISBN-13: 9780495601234
2. Bauman, S. (2008). *Essential Topics for the helping professional*. New York, Pearson Education, Inc. ISBN 10: 0-205-41401-X or ISBN13: 978-0-205-41401-7
3. Brown, J. (1997). The question cube: A model for developing questions repertoire in training couple and family therapists. *Journal of Marital and Family Therapy*, 23, 27-40.

#### B. Other Requirements

1. Students are required to bring a videocassette and/or audiocassette player and tape to class each week.
2. Students must attend Focusing Seminar February 25th & 26th, Friday and Saturday, 9:30am-4:30pm.
3. Choice of one of the books from the following reading list (for Theory assignment below):
  - Parry, A. & Doan, R (1994). [Story re-visions: Narrative Therapy in the postmodern world](#). New York: The Guilford Press. ISBN 0-89862-213-1 or 0-89862-570-X
  - Watzlawick, P. (1967). [Pragmatics of human communication: A study of interactional patterns, pathologies, and paradoxes](#). New York: W.W. Norton. ISBN 0393010090
  - Burns, D. (1980). [Feeling good: The new mood therapy](#). New York: HarperCollins Publishers Inc. ISBN 0-380-73176-2
  - Napier, A., & Whitaker, C. (1978). [The family crucible: The intense experience of family therapy](#). New York: Harper & Row. ISBN 0060914890
  - Papero, D. (1990). [Bowen Family Systems Theory](#). Boston: Allyn & Bacon. ISBN 0205125190
  - Kerr, M. & Bowen, M. (1988). [Family evaluation: An approach based on Bowen Theory](#). New York: W. W. Norton & Company. ISBN 0-393-70056-9
  - Hamilton, N. (1988). [Self and others: Object Relations Theory in practice](#). Lanham, MD: Jason Aronson. ISBN 0876685440
  - Walter, J. & Peller J. (1992). [Becoming solution focused in Brief Therapy](#). New York: Garland Publishing. ISBN 0876306539
  - Cade, B. & O'Hanlon, W. (1993). [A brief guide to Brief Therapy](#). New York: Norton. ISBN 0393701433
  - Lee, R. & Martin, J. (1991). [Psychotherapy after Kohut: A textbook of Self Psychology](#). Mahwah, NJ: Analytic Press. (Can be found on amazon.com: textbooks)

- Nicolosi, J. (1991). [Reparative Therapy of male homosexuality: A new clinical approach](#). Northvale, NJ: Jason Aronson Inc. ISBN 0-87668-545-9
- Brown, S. & Lewis, V. (1999). [The alcoholic family in recovery: A developmental model](#). New York: The Guilford Press. ISBN 1-57230-402-2

### C. ASSIGNMENTS AND GRADING

1. **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 audio or videotape 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.
2. **Homework:** Homework is assigned weekly to aide students in preparing for class participation and skill acquisition.
3. **Theory Paper. Due: March 7 (25% of Final Grade).** Considering material from lectures, students will choose a book from the reading list and write a 6-10 page paper describing the contents of the book. Then the student will critically assess the aspects of the therapy or therapeutic orientation described that, in the student's opinion, are useful in therapy and those not useful. Students will also comment in detail on the foundational premises of each theory and the theory's integration with Christianity.
4. Students **must attend** a two day **Seminar on Focusing**, February 24 & 25, 2012 (Friday and Saturday, 9:30 am –4:30 pm). The cost is \$70.00 for Tyndale students. The \$25.00 non-refundable deposit and registration form must be submitted some weeks before the actual seminar.
5. **Demonstration of skills tape, transcript, rewritten transcript with analysis, and 3-4 page self reflection paper. Due: April 18 (75% of Final Grade).** The student will be expected to record two 15 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. The student will then write out a verbatim transcript of both interviews, analyze both for effective use of all micro skills, and rewrite the interviews with analysis, replacing poor usage of the micro skills with appropriate usage, and reporting his/her reasons for these changes. The student is then to write a three to four page reflection paper on the development and progress he/she has made this semester on use of the counselling skills, including an identification of his/her skill preferences, style, and preferred theoretical orientation. This should include information gleaned from the several assessment tools taken in the first semester. 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

#### D. 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 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 20th.**
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 [www.tyndale.ca/registrar/calendar](http://www.tyndale.ca/registrar/calendar). An excerpt is attached with this syllabus for easy reference.

#### E. SUMMARY OF ASSIGNMENTS AND GRADING:

Evaluation is based upon the completion of the following assignments:

Theory Paper	25 %
Demonstration of Skills tape, transcript, etc	75 %
Total Grade	100 %

#### IV. COURSE SCHEDULE, CONTENT, AND REQUIRED READINGS

Date	Topic	Reading and Assignments Due
Jan. 11	Interpretation/Reframe	Ivy: Chapter 11, pp. 307-312 Practice competency exercises p 314 interp. & reframe
Jan. 18	The Question Cube	Reading: <i>J. of Marital and Family Therapy</i> , 1997, 23, 27-40: Brown, J. E. The question cube: A model for developing question repertoire in training couple and family therapists.
Jan. 25	Theories of Change: Developmental theories	
Feb. 1	Logical Consequences, Feedback & Self disclosure Sexual Minorities	Ivy Chapter 12, pp. 325-342 Practice competency exercises Bauman Chapter 4
Feb.8	The Genogram Transgenerational Therapy Individuation Role Play/Coaching	
Feb. 15	Bowen: continued Sexual Abuse	Bauman, Chapter 1
Feb 22	Directives/Advice/ Information/Resistance	Ivy Chapter 12, pp. 343-353 Practice competency exercises
Feb. 29	Integration of Skills Models of therapy Focusing debrief	Text: Chapter 14
March 7	Conceptualization skills: Goals/ Change Strategies/ Therapeutic Plans Suicide	Text: Chapter 13 <b>Theory Paper due</b> Bauman: Chapter 6
March 14	No Class -- Reading Week	
March 21	Tools of Therapy Self Mutilation	Bauman, Chapter 2
March 28	DSM Summary Trauma & Violence	Bauman, Chapter 7
April 4	Prayer, Scriptures, and Role of the Holy Spirit in Counselling Substance Abuse	Three articles provided in notebook Bauman, Chapter 5
April 11	<b>Record for final transcripts</b>	
April 18	<b>Demonstration of Skills Paper Due</b>	
<b>No assignments accepted after April 20th, 5 pm</b>		



## Academic Policy Attachment to All Syllabi

The Academic Policies of Tyndale Seminary are outlined in the Academic Calendar, available on the Tyndale Website: [www.tyndale.ca/seminary/calendar](http://www.tyndale.ca/seminary/calendar). Students are responsible for reading and adhering to the academic policies governing all aspects of academic life. As a service to students, selected policies are summarized below, but the full policy statements as printed in the Academic Calendar are the standards to which students will be held.

1. Attendance Policy
2. Policy on Gender Inclusive Language
3. Policy on Academic Honesty
4. Guidelines for Written Work
5. Academic Grading System
6. Policy on Late Papers and Extensions
7. Application for an Extension Due to Extreme Circumstances

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### Attendance Policy

- 1) Three or more unexcused absences from a Fall or Winter semester course will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 2) An unexcused absence of one day or more of any course taught in an intensive format (e.g., Intersession, Spring/Summer School) will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 3) As a matter of basic courtesy, Tyndale students need to make a serious commitment to arriving on class on time, and returning from class breaks on time. Students who manifest disrespect for the classroom evidenced by chronic lateness or failure to return from break, will be considered in breach of the attendance policy and may be referred to the Dean of Students.
- 4) If a student knows in advance that he/she will miss a class, the student is obligated to notify the Professor prior to that class.
- 5) Faculty members are under no obligation to provide handouts or other classroom materials to those students who are absent from class.

### Policy on Gender Inclusive Language

The use of gender-inclusive language is an expectation in all written assignments and course requirements at Tyndale Seminary. The motivation behind the use of gender-inclusive language is clarity of communication and the avoidance of terms that are, or could be perceived as, exclusive or pejorative. Inclusive language is relevant not only to issues of gender but to all individuals and groups.

The decision at Tyndale Seminary to use gender-inclusive language carries with it the responsibility to be creative in writing without compromising religious faith or grammatical accuracy. Resources and guidelines for gender-inclusive and nondiscriminatory language are widely available.

### Academic Honesty

Tyndale expects students to conform to the highest standard of ethics in the completion of all assignments. Academic dishonesty is a serious matter. **Students are responsible for reading and adhering the full policy on academic honesty as found in the Seminary Academic Calendar.**

- 1) Honesty in written and verbal assignments requires a balance between using words and ideas that are part of the common domain and careful ascription of borrowed ideas and words. Ideas and words of others may be used only with acknowledgment. Failure to do so is plagiarism – the literary version of stealing.
- 2) The most obvious form of plagiarism is the direct quotation of words without quotation marks, parenthetical ascription, footnotes or endnotes. Less obvious forms of plagiarism consist of paraphrases of another's words and the use of an opinion with no reference to the source.
- 3) Academic dishonesty also includes the submission of work for which previous credit was given, the submission of work under one's own name which is largely the result of another person's efforts, aiding another's dishonesty, cheating on

exams and giving false information for the purpose of gaining admission, credits, etc.

- 4) The submission of one paper for two courses is not permitted. Approval of faculty is required for an expanded paper, on a project common to two courses of study, to be acceptable.

### **Consequences of Academic Dishonesty**

If a student is suspected of plagiarism or other forms of academic dishonesty, the instructor is obligated to follow the steps outlined in the Academic Calendar.

### **Guidelines for Written Work**

- 1) The following information must be included on the title page of all assignments: your full name, student ID, your MAILBOX NUMBER, course title, title of the paper, name of the professor, and date submitted.
- 2) All papers should be characterized by the following:
  - *Accuracy* (Is what I say correct? Is it true to the case?)
  - *Comprehensiveness* (Have I covered all the points that need to be covered?)
  - *Clarity in structure* (Is there a self-evident and meaningful order to the paper?)
  - *Clarity in content* (Will the reader correctly understand what I have tried to say?)
  - *Specificity* (Have I moved beyond generalities and made specific statements?)
  - *Thorough and accurate documentation* (At every point where I have consciously drawn upon the ideas of others, have I provided the information necessary for the reader also to consult the sources I have used?)
- 3) Written assignments must adhere to academic standards for style, format, citations and references as found in the most recent edition of a recognized style manual (e.g., *The Chicago Manual of Style*, the *Turabian Manual for Writers of Term Papers, Theses, and Dissertation*, *The SBL Handbook of Style*, *The Publication Manual of the American Psychological Association*). The course instructor will advise students as to the preferred academic style format for the course.
- 4) All written assignments must adhere to the Standards on Academic Honesty. Plagiarism is a serious offence. Students will be held accountable to the policy on academic honesty as found in the Academic Calendar.
- 5) Graded papers will normally be returned in class. In some circumstances they will be returned to your student mailbox. Students who are not returning to Tyndale and would like the paper returned by post must include a self-addressed envelope with sufficient Canadian postage. Unclaimed papers will be held in the Seminary Office for 6 months, then destroyed.
- 6) All students are required to keep a back-up copy of their papers.
- 7) Students who display difficulties with English language skills in their assignments may be referred by the instructor to the Tyndale Writing Centre. Students will be assessed may be required to take the *English for Academic Purposes* course in conjunction with current courses.
- 8) Students may seek assistance on their own initiative by contacting the Tyndale Writing Centre.

### **Academic Grading System**

The standards and definitions used by Tyndale Seminary in the assignment of letter grades and percentage grades are outlined in the Academic Calendar.

### **Policy on Late Papers and Extensions**

All papers and course assignments must be submitted by the due dates indicated by the instructor or in the course outline. Unless the instructor already has a policy on grading late papers in the course outline, grades for papers submitted late without advance permission will be lowered at the rate of 1/3 of a grade per week or part thereof (e.g., from A+ to A, from B to B-). Students who have not completed course requirements by the end of the semester (or Registrar approved extension date) will be assigned a grade of F.

Faculty may grant an extension only up until the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar and will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays and technology related difficulties or malfunctions are all insufficient grounds for requesting an extension.

### **Application for an Extension Due to Extreme Circumstances**

Requests for extensions will only be considered in the circumstances noted above and only upon submission of a completed application form to the Registrar. Application forms are available from the Registrar's office or online at [www.tyndale.ca/registrar](http://www.tyndale.ca/registrar).

### **Student Medical Certificate**

Applications for extensions for medical reasons must be accompanied by a Medical Certificate signed by a physician. The Student Medical Certificate form is available from the Registrar's office or online at [www.tyndale.ca/registrar](http://www.tyndale.ca/registrar).