



TYNDALE
• SEMINARY •

Course Syllabus
Winter 2013

**PRE-INTERNSHIP COUNSELLING SKILLS LAB II
COUN 0602**

JANUARY 16 TO APRIL 10, 2013
WEDNESDAYS 8:30 AM – 11:20
Room EB 011 (Bayview Campus)

INSTRUCTOR: DR. SUSAN ELLFELDT
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Office Hours: Available for consultation Tuesdays and Wednesdays
by appointment

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

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.

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: COUN 0601; Pre- or corequisite (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 and a therapeutic plan
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* (7th 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 22nd & 23rd, Friday and Saturday, 9:30 am-4:30 pm.
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
- 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 6 (25% of Final Grade).** Considering material from lectures, students will choose a book from the reading list and write a 6-10 page paper. Describe the contents of the book and then 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 22 & 23, 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 17 (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 Monday, April 22nd.**

5. 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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

6. Students should consult the current *Academic Calendar* for academic polices 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/seminary/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. 16 Session 1	Theories of Change Suicide	Bauman, Chapter 6
Jan. 23 Session 2	Interpretation/Reframe	Ivy: Chapter 12, pp. 362-366 Practice competency exercises interp. & reframe
Jan. 30 Session 3	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.

Feb. 6 Session 4	Logical Consequences, Feedback & Self disclosure Sexual Minorities	Ivy Chapter 12, pp. 366-378 Practice competency exercises Bauman Chapter 4
Feb.13 Session 5	Directives/Advice/ Information/Resistance	Ivy Chapter 12, pp. 379-394 Practice competency exercises
Feb. 20 Session 6	Differentiation/Role play/Coaching	
Feb 27 Session 7	Integration of Skills Models of therapy Focusing debrief	Text: Chapter 14
March 6 Session 8	Conceptualization skills: Goals/ Change Strategies/ Therapeutic Plans	Text: Chapter 13 Theory Paper due
March 20 Session 9	Tools of Therapy Sexual abuse	Bauman, Chapter 1
March 27 Session 10	DSM Summary Trauma & Violence	Bauman, Chapter 7
April 3 Session 11	Prayer, Scriptures, and Role of the Holy Spirit in Counselling	Three articles provided in notebook
April 10 Session 12	Record for final transcripts	
April 17	Final Paper Due	
No assignments accepted after April 22nd, 5 pm		