



TYNDALE

• SEMINARY •

Course Syllabus

WINTER 2019

PRE-INTERNSHIP COUNSELLING SKILLS LAB II

COUN 0602

SECTION 01

JANUARY 16 – APRIL 10

WEDNESDAYS, 11:15AM – 2:05PM

INSTRUCTOR: Dr. SUSAN ELLFELDT, DMin

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Office Hours: Tuesdays and Wednesdays mornings or by appointment

Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

[Learn how to access and forward emails to your personal account.](#)

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.

I. COURSE DESCRIPTION

An on-site 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 (Clinical Track only): 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. (2015). *40 techniques every counselor should know* (2nd ed.). New York, NY: Pearson. ISBN 978-0-13-357174-5 or 0-13-357174-2

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

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. OTHER REQUIREMENTS

1. Students are required to bring a video and/or audio recorder/player and tape/storage to class each week.

2. Students **must** attend Focusing Seminar January 18 and 19, Friday and Saturday, 9:30am – 4:30pm.
3. Choice of one of the books from the following reading list (Assignment 3 below).

Burns, D. (1980). *Feeling good: The new mood therapy*. New York, NY: HarperCollins Publishers Inc. ISBN 0-380-73176-2

Johnson, S. & v. Whiffen (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. (1978). *The family crucible: The intense experience of family therapy*. New York, NY: Harper & Row. ISBN 0060914890

Summers, R. & J. Barber, Editors (2016). *Practicing Psychodynamic Therapy: A casebook*. New York, NY: The Guilford Press. ISBN 978-1-4625-1718-3

D. 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. Each student is required to audio or videotape her/his practice as counsellor. The student is responsible to bring a recording device to class and to 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 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 6; 30% of Final Grade

Students must select one of the 4 books listed in the “Other Requirements” section of the syllabus and choose one case from the four vignettes which you believe could be treated via the therapeutic model described in the selected book. Add to the vignette by providing a brief summary of what you learned during the intake session. Drawing on the counselling micro skills you have learned in the course through lecture, and drawing from the reading you have done on your selected therapeutic model, you are required to

develop and document a detailed initial therapeutic plan. The case study must include the following:

- **Type of therapy** (individual, couple, or family)
- **Presenting issue(s)**
- **Current circumstance** which brought client to therapy, individual and systemic predispositions and historical factors
- **Risk factors** which may have been already assessed, implied or suspected (including child abuse, neglect, domestic violence, suicide and/or homicide 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 counsellors observation)
- **Counsellor's observations** and impressions of client in sessions and how counsellor refined his/her assessment and landed on 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, client's readiness for change, etc.
- **Suggested initial therapeutic plan: Working from your selected therapeutic orientation**, outline number of sessions anticipated; frequency of sessions; tasks for the client; 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.
- **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 numerous references to your chosen book from the "Other Requirements" section.

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 reasonably strategic manner.

4. **Focusing Seminar: Not graded**

Students **must attend** a two-day **Seminar on Focusing, January 18 and 19**, 2019 (Friday and Saturday, 9 am – 5 pm). The cost is \$75.00 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; 60% of Final Grade.**

The student will be expected to record two 10 to 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. The student will then write out a verbatim transcript of both interviews, and rewrite the interviews, replacing poor usage of the micro skills, poor direction, etc., with appropriate usage and direction, and so on (see 5 areas listed below), 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 the following 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

E. 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.

F. SUMMARY OF ASSIGNMENTS AND GRADING:

Evaluation is based upon the completion of the following assignments:

Case Study	30 %
Demonstration of Skills tape, transcript, etc	60 %
Class Practice	10%
Total Grade	100%

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

- a. **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.

- b. **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.
- c. **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. Any sources used in the paper should be properly documented using the format provided by the *Publication Manual of the American Psychological Association*.
- d. 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 16.**
- e. **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.

Students are encouraged to consult [writing resources](#).

- f. 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.
- g. **Research Ethics:** All course-based assignments involving human participants requires ethical review and approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

H. 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. 16 Session 1	Theories of Change	Erford: Chapters 11, and 14
Jan. 23 Session 2	Interpretation/Reframe Focusing briefing	Ivey: Chapter 12, pp. 362-366 Practice competency exercises interp. & reframe Erford: Chapter 22
Jan. 30 Session 3	The Question Cube Focusing debrief	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 Suicide/depression protocols	Ivey: Chapter 12, pp. 366-378 Practice competency exercises Erford: Chapters 17, 21, 23 & 24 Sugg: Bauman, Chapter 6
Feb 13 Session 5	Directives/Advice/ Information/Resistance	Ivey: Chapter 12, pp. 379-394 Practice competency exercises Erford: Chapter 7
Feb 26 Session 6	Conceptualization skills: Goals/ Change Strategies/ Therapeutic Plans Sexual abuse	Erford: Chapters 36-40 Sugg: Bauman, Chapter 1
March 6 Session 7	Integration of Skills Models of therapy	Ivey: Chapter 14 Erford: Ch 13 <u>Case Study due</u>
March 13 Session 8	Differentiation/ Role play/ Coaching	Ivey: Chapter 13 Erford: 31, and 32

March 20 Session 9	Prayer, Scriptures, and Role of the Holy Spirit in Counselling	Three articles provided in notebook
March 27 Session 10	Trauma Tools of Therapy	Sugg: Bauman, Ch 7
April 3 Session 11	Sexual Minorities	Sugg: Bauman, Chapter 4
April 10 Session 12	Record for final transcripts	
April 17	<u>Final Paper Due</u>	
No assignments accepted after April 19, 5pm		

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)