



TYNDALE

• SEMINARY •

Course Syllabus

**FALL 2019
PRE-INTERNSHIP COUNSELLING SKILLS LAB I
COUN 0601
Section 01**

**SEPTEMBER 11 – DECEMBER 4, 2019
WEDNESDAYS: 11:15 AM – 2:05 PM**

INSTRUCTOR: DR. SUSAN ELLFELDT, D.MIN

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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 role-playing experiences.

Prerequisites: COUN 0574 and COUN 0677. Prerequisite (Clinical Track only): COUN 0674. Pre- or corequisite (Clinical Track only): COUN 0772. COUN majors only or with permission of instructor

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

Please be aware that a first level **Focusing seminar** is required in the second semester (Lab II) and will require a Friday and Saturday from 9 am – 4 pm sometime in February, 2020.

II. LEARNING OUTCOMES

At the end of the two semesters, students will be able to:

- Demonstrate competence in using 24 micro-skills related to the counselling process
- Demonstrate skill in integrating the micro-skills into the counselling process
- Demonstrate beginning competence in effective and appropriate use of self in the therapist role
- Demonstrate beginning competence with common counselling issues
- Demonstrate beginning competence in integrating counselling skills with therapeutic orientations
- Demonstrate ability to manage an intake counselling session by identifying client concerns, exploring client context, applying an appropriate therapeutic orientation to the client situation and mutually setting goals with the client for future work.
- Demonstrate in the second semester beginning competence in applying appropriate and effective interventions from a selected therapy model to move the client toward goals.

III. COURSE REQUIREMENTS

A. REQUIRED READINGS

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

Required Assessment Instruments: (Directions for ordering will be given first week of class)

1. Kolb Learning Style Inventory – available on-line Version 3.1
2. Myers-Briggs Type Indicator – available on-line (59.95 version)

Other Requirements

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

B. ASSIGNMENTS AND GRADING

1. Weekly Homework: 0% of final grade

Homework is assigned weekly to aid students in preparing for class participation and skill acquisition. *Due October 9th Self-Assessment and Personal Reflection work sheets.*

2. Instruments: Due September 18th; 0% of final grade

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

3. First Demonstration of Skills Tape, Transcript and Paper: Due Nov. 6th; 35% of final grade.

At a midpoint in the semester, the student will record a 10 to 15 minute interview using a fellow student as “client”, and provide a recording and a verbatim transcript of this interview. The student will also write a 3 to 4 page paper 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. Grade will be based on smoothness and clarity of language, correct use of micro skills, as well as appropriate use of empathy and avoidance of bias and judgment.

4. Final Demonstration of Skills Tape, Transcript, Rewritten Transcript, and Self-reflection Paper: Due Dec. 11th; 55% of final grade.

The student will be expected to record a 15 to 20 minute interview with a “client” (a fellow classmate in role-play), produce a recording and verbatim written transcript of the interview, analyze the interview for effective use of various skills, and rewrite the interview, replacing poor usage of the skills with appropriate usage. The student is then to write a 2 to 3 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, smoothness, and professionalism of language which includes effective transitions and explanations
- Appropriate use of micro-skills in the interview process
- Sense of direction and goals
- Appropriate expression of empathy, positive regard, and warmth which includes absence of obvious bias, judgments and leading questions

5. Small Group Work: 10% of final grade

Small group role plays as therapist and client is evaluated weekly. Each student is expected to practice the roles of counsellor and client in the small group practice sessions weekly or as often as possible to ensure skill acquisition and development. The student is responsible for bringing a recording device to class and reviewing that recording 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. TA’s supervising these small groups will record a weekly rating (1-10) for each student that will be averaged at the end of the semester to give each student points for the quality of their small group work.

C. 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.

D. SUMMARY OF ASSIGNMENTS AND GRADING

First Demonstration of skills, tape, transcript	35%
Final Demonstration of skills tape, transcript, etc.	55%
Weekly Small Group Work	10%
Total	100%

E. GENERAL 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 13th.

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](#).

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.

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; aa@tyndale.ca) before proceeding.

F. 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 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

<u>Date & Topic</u>	<u>Reading and Assignments Due</u>
Session 1 Sept 11 Introduction to course Self-Assessment/Self Reflection work sheets Instruments (MBTI, Kolb) Intentional interviewing & counselling Use of self in counselling	Read: Ivy Chapters 1 & 2
Session 2 Sept 18 Review instruments Record 10 minute interview Assign and hand out DCT Attending Behaviour	Read: Ivy Chapter 3 Due: Kolb & MBTI (taken & scored) Bring recording device
Session 3 Sept 25 Encouragers, Paraphrasing, Summarizing	Read: Ivy Chapter 6 Practice competency exercises Due: DCT (taken and scored)

Session 4 Oct 2

Questions
Transitions

Read: Ivy Chapter 4
Practice competency exercises

Session 5 Oct 9

The interview process
Observation skills
Goal setting

Read: Ivy Chapter 5
Practice competency exercises
Due: Self-Assessment and Self Reflection worksheets

Session 6 Oct 16

Emotions
Reflection of feelings
DCT

Read: Ivy Chapter 7
Practice competency exercises

Reading Week Oct 23 (NO CLASS)

Session 7 Oct 30

Integrating listening skills & setting goals
Record for first transcript

Read Ivy Chapter 8, pp199-203, 209-227

Session 8 Nov 6

Empathy

Read: Ivy Chapter 8 pp203-209
Practice competency exercises
Due: First Recording, Transcript and Paper

Session 9 Nov 13

Confrontation

Read: Ivy Chapter 9
Practice competency exercises

Session 10 Nov 20

Reflection of meaning

Read: Ivy Chapter 11, pp292-307
Practice competency exercises

Session 11 Nov 27

Focusing the interview

Read: Ivy Chapter 10
Practice competency exercises

Session 12 Dec 4
Record 20 min. interview

None assigned

Final Recording, Transcript, and Rewrite due December 11th
No assignments accepted after 5pm on Dec 13th

V. SELECTED BIBLIOGRAPHY

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