"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."

Semester, Year	WINTER, 2027
Course Title	**PRE-INTERNSHIP COUNSELLING SKILLS LAB II**
Course Code	COUN 0602 2S
Date **Time** **Delivery Format**	From January 13, 2027, to April 14, 2027 **Wednesdays** From 11:15 AM to 2:05 PM SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Wednesdays from 11:15am to 2:05pm.
Instructor **Contact Information**	**AVA OLESON, DMin. M.S. MFT.** Email: aoleson@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2270
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

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.

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. (2020). *45 techniques every counselor should know* (3rd ed.). New York, NY: Pearson. ISBN 978-0-13-469489-4

Ivey, A. and Ivey, M, Zalaquett, C. (2018). *Intentional interviewing and counselling: Facilitating client development in a multicultural society* (9th ed.). Pacific Grove, CA: Brooks/Cole. ISBN- 978-1-305-86578-5

Additional Required Reading for Assignment #3: You are also required to choose one of the books from the following reading list for Assignment #3 requirements:

Burns, D. (2008). *Feeling good: The new mood therapy revised and updated.* New York, NY: HarperCollins Publishers Inc. ISBN 0-380-73176-2

Johnson, S. & Whiffen, V. (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. (1988). *The family crucible: The intense experience of family therapy*. New York, NY: Harper & Row. ISBN 0060914890

Summers, R. & J. Barber, Editors (2015). *Practicing Psychodynamic Therapy: A casebook.* New York, NY: The Guilford Press. ISBN 978-1-4625-1729

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 STEPBible – 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. ASSIGNMENTS AND GRADING

1. Performance in Practice Groups: 10% of final grade

Given the nature of this course, participating 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 on the student's active participation, preparation, and engagement in the learning process. The student is responsible for recording their vignette and reviewing 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. Students are encouraged to reflect on the feedback they receive from peers and TAs throughout the semester, integrating these insights with their growing self-awareness and understanding of their counselling skills and style. These reflections may also inform their final self-reflection paper.

2. Homework: not graded

Homework is assigned weekly to aid students in preparing for class participation and skill acquisition.

3. Case Study: DUE March 3; 35% of final grade

Students will select and read one of the five books listed in the *additional required reading* section of the syllabus. They will then choose one of the eight case vignettes (*Vignettes for Case Study Assignment*, available on the course page) that they believe can be effectively conceptualized and treated using the therapeutic orientation presented in their selected book.

Students should approach the vignette as though they were the treating counsellor, drawing upon information obtained through client interviews, observations, and assessment. Where necessary, students may develop additional plausible client information to support a more

comprehensive assessment and case conceptualization, provided it is consistent with the original vignette. Drawing upon the counselling microskills learned throughout the course and their understanding of their chosen therapeutic orientation, students will develop a detailed initial therapeutic plan that includes the following.

1. **Type of therapy:** Individual, couple, or family.
2. **Presenting concerns:** The primary issues bringing the client to counselling, including the client's understanding of the problem, expectations for change, and previous attempts to resolve the concerns.
3. **Relevant background:** Current circumstances, individual, contextual and systemic factors, and any historical influences.
4. **Risk assessment:** Identified or suspected risk factors, including, where relevant, child abuse, neglect, domestic violence, and suicidal or homicidal ideation.
5. **Therapeutic goals:** Goals collaboratively established between the client and counsellor.
6. **Client strengths and resources:** Internal strengths, external supports/support system, and other supportive resources identified.
7. **Counsellor observations and assessments:** Relevant clinical observations, impressions, and the reasoning informing the counsellor's assessment and selection of a therapeutic orientation.
8. **Case conceptualization:** An interpretation of the client's presenting concerns through the selected therapeutic orientation, including relevant theoretical concepts, underlying issues, contributing factors, theological considerations, and the client's readiness for change. Secondary therapeutic models may be incorporated where appropriate.
9. **Initial therapeutic plan:** A proposed sequence of interventions and techniques consistent with the selected therapeutic orientation. Include anticipated frequency and number of sessions, relevant assessment instruments, and potential involvement of other professionals or support persons. Explain the rationale for each intervention, how treatment would progress, and the intended therapeutic outcomes. **This section should demonstrate a coherent treatment strategy rather than simply listing possible interventions.**
10. **Therapeutic alliance:** Consider strengths and potential challenges in developing the therapeutic relationship, including the counsellor's personal responses to the client and possible transference or countertransference issues.

Note: Students must use APA 7th edition formatting and include a minimum of two scholarly references in addition to the selected book. Please include a *cover page* and *references* page.

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 strategic manner. The paper should be anywhere between 14 – 16 pages.

4. Final: Demonstration of skills recordings and 2–3-page self-reflection paper.
Paper due March 31; Recording and reflection paper are 55% of final grade. Recordings will be scheduled, in both a) the last week of the semester and b) during finals week. Recording schedule will be posted on the course page.

Students will be expected to record two 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. Students will be given a few minutes between the two interviews to gather their thoughts and will also be given a few minutes at the end of the interviews to reflect on their work and communicate what they might have done differently. This assignment will be graded on the following:

- 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

In addition, students are required to submit a 3-page **self-reflection paper (due March 31)** evaluating their development as emerging counsellors throughout the semester. The reflection should address the following:

1. Identify two or three specific counselling skills in which you have demonstrated improvement, providing examples from your practice sessions, recordings, or feedback received.
2. Identify one or two specific counselling skills that remain challenging or require further development, reflecting on what you have learned about yourself through the process.
3. Identify specific steps you intend to take to strengthen your counselling skills as you prepare for your clinical internship.

The paper should demonstrate thoughtful self-assessment, drawing upon personal observations, practice experiences, and feedback received throughout the semester.

Required Seminar: A 1½-day seminar addressing important protocols for risk assessment, note taking and other processes related to internships and registration with the CRPO will fall on **January 22 (9-12) and January 23 (9 to 4)** for the Winter seminar. The cost is $110 each and seminars are required. The link to register is posted on the course page.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Weekly Small Group Work	Weekly	10 %
2. Case Study	Mar 3	35 %
3. Reflection Paper **4.** Final Recordings	Mar 31 Apr 7-14	55 %
Total Grade		**100 %**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

DATE	TOPIC	READING & ASSIGMENTS Due
Jan. 13 *Session 1*	Theories of Change Problem Analysis Case Conceptualization	Ivey: Chapter 13 (pp 330-340), Chapter 14
Jan. 20 *Session 2*	Therapeutic plan Levels of assessment Action plan Theological considerations Child Sexual Abuse	Article: C. Franklin: Current Trends & Practices in Family Therapy (on class page) Bauman Ch. 1 (class page) Guideline-Disclosing Information to Prevent Harm (class page) CAS Info for Youth-Serving Agencies (class page) Child Abuse article (class page)
Jan. 27 *Session 3*	Models of Therapy Cognitive and Behavioural Therapy	Erford: Chapters 1, 6 & 43 Erford: Chapters 24, 25, 29, 30, 31 & 3 Download Thought Record (class page)
Feb 3 *Session 4*	The Question Cube	Reading: *J. of Marital and Family Therapy*, 1997, 23, 27-40: Brown, J. E. The question cube (found on class page) Erford: pp 63-69
Feb. 10 *Session 5*	Higher influence skills Interpretation/Reframe	Ivey: Review Chapter 11 Assignment Session 5 (class page) Erford: pp 79-102
Feb. 17 to 20	***Reading Days – NO CLASS***	

Feb. 24 *Session 6*	Logical Consequences Feedback & Self disclosure	Ivey: Chapter 12 pp 283-300 Assignments: Session 6 (class page) Erford: pp 130-152
Mar 3 *Session 7*	Directives Psychoeducation Empowerment and Change	Ivey: Chapter 12, pp 162-172, 184-191 **Case Study due**
March 10 *Session 8*	Differentiation / Role play / Coaching	Erford: pp 192-196, 204-214 Download: Inner Child Diagram (class page)
March 17 *Session 9*	Trauma and Violence	Suggested: Bauman Chapter 7 Erford: pp 224-239 The Body keeps score article (class page) Podcast: "Discovering the Window of Tolerance" ft. Aundi Kolber (Episode 3 on Let's be Real https://www.youtube.com/watch?v=-KSSSLx_6r8 (How to find and function in our window of tolerance despite stress/trauma and integration of faith) Video Dr. Bessel van der Kolk (NICABM): "Three Ways Trauma Can Change the Brain" ft. Dr. Bessel van der Kolk (NICABM) https://www.youtube.com/watch?v=LKWUmwxi1ZI
March 24 *Session 10*	Recognizing Unhealthy Communication/ Introducing Healthy Communication Skills/ Sexual Minorities	Bauman, Chapter 4 (suggested) Erford pp 243-257
March 31 *Session 11*	Prayer, Scriptures, and Role of the Holy Spirit in Counselling	Helping and the Holy Spirit article (class page) Therapy without Walls article (class page) **Final Reflection paper due**
April 7 *Session 12*	**Recording for final begins and runs through Finals Week**	**You will be assigned a specific day and time mid semester.**
April 14 *Finals Week*	**Recordings run through Finals week**	

V. SELECTED BIBLIOGRAPHY

A selected bibliography will be posted on your course resource page at classes.tyndale.ca.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes
- A commitment to having the camera on to foster community building

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its

responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that 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. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software
Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

Research Ethics
All course-based assignments involving human participants requires ethical review and may require approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy
All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application 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 are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.