"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 1P
Date **Time** **Delivery Format**	From JANUARY 11 – APRIL 12, 2027 **Every WEDNESDAY** From 11:15am to 2:05pm IN PERSON ONLY
Class information	The classes will be in person on Wednesdays from 11:15am to 2:05pm.
Instructor	**LYNDSAY THOMPSON, DMin, RP** Email: lthompson@tyndale.ca
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. (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. (2018). *Intentional interviewing and counselling: Facilitating client development in a multicultural society* (9th ed.). Pacific Grove, CA: Cengage Learning. ISBN: 978-1-305-86578-5 or ISBN: 978-1-337-27776-1

OTHER REQUIREMENTS

1. A mandatory two-day seminar put on by Tyndale Wellness Center. Details will be posted on Moodle.
2. Students are required to record practice sessions weekly.
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

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% 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. Each student is required to audio or videotape her/his practice as counsellor. This can be done through the Zoom platform, but it is suggested the student have a back-up option (i.e. voice recorder). 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 Refection paper.

2. Homework: not graded

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

3. Case study: Due February 24, 2027; 30% of Final Grade

Students must select one of the 5 books listed in the "Other Requirements" section of the syllabus and choose one case from the four vignettes (posted on Moodle) which you believe could be treated via the therapeutic model described in the selected book. Drawing on the counselling micro skills you have learned in the course through lectures and drawing from the reading you have done on your selected therapeutic model (the book you chose plus ONE other reference to support your findings), you are required to develop and document a detailed initial therapeutic plan. The case study must include the following (**please use these as section headings in your paper**):

- **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. Demonstration of skills and 3 – 4-page self-reflection paper. Demonstration dates between April 8-16, 2027, Reflection Paper Due FIVE DAYS after demonstration: 60% of Final Grade.

The student will demonstrate two 10-12-minute interviews with a "client" (a fellow classmate in role-play). The first interview will be an "intake" session, and the second will be a "work" session. This will be done live, online with instructor present. After the demonstration, students and instructors will debrief and evaluate each session together. The student is then to write a 3–4-page reflection paper addressing the following questions:

A two-to-three-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 transcripts will be related to the students' 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

Guidelines for the Submission of Written Work

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:** 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) **Documentation:** Papers must be 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. Reports of psychological research should follow the rules set forth in the *Publication Manual of the American Psychological Association*, 7th ed. (2019). All parts of the report are typed double-spaced, and without justifying the right-hand margin. Use a 12-point font ("Times New Roman" or "Courier" is preferred). The APA Style Guide is a helpful web site for all questions regarding APA style.

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 will be accepted later than 5:00 p.m. on April 24, 2026.**

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	**Due**	**%**
Case Study	February 24	30 %
Demonstration of Skills Recording, Transcript and Reflection Paper	TBD	60 %
Class Practice	Weekly	10 %
Total Grade		**100 %**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Topic	Reading and Assignments Due
Jan 13 Week 1	Theories of Change Problem Analysis Case Conceptualization Therapeutic Plans	Ivey and Ivey: Chapter 13 & 14 (eds. 8 & 9) ITP (Posted on Moodle)
Jan 20 Week 2	Review of the Question Cube	Erford: Chapter 23 Reading: *J. of Marital and Family Therapy*, 1997, 23, 27-40: Brown, J. E. The question cube (Reread)
Jan 27 Week 3	Introduction to Models of Therapy: Narrative	Erford: Chapters 1 & 43, Section 7 Optional reading and resources to be posted on Moodle
Feb 3 Week 4	Introduction to Models of Therapy: CBT Psychodynamic	Article: C. Franklin: Current Trends & Practices in Family Therapy (on class page) Erford: Section 2, 7 and 8 Optional readings and resources posted on Moodle
Feb 10 Week 5	Interpretation and Reframing	Ivey and Ivey Ch. 11 (eds. 8 and 9)
February 15-19 – Family Day Holiday & Reading Dasy: NO CLASS		
Feb 24 Week 6	Logical Consequences/ Feedback/ Self disclosure Differentiation / Role play	Ivey: Chapter 12 (ed. 9) Chapter 13 (ed. 8) Erford: Chapter 18, 19 Suggested: Bauman Ch. 6 CAS Info for Youth-Serving Agencies (on Moodle)

		Child Abuse article (on Moodle) Guideline-Disclosing Information to Prevent Harm (on Moodle) Case Study Due
March 3 Week 7	TBD	
March 10 Week 8	Differentiation / Role play / Coaching	Erford: Chapter 20 and 34
March 17 Week 9	Safety Planning	Resources to be posted on Moodle
March 24 Week 10	Trauma informed/faith integrated practice	Erford: Section 4 Additional resources posted on Moodle
March 31 Week 11	Diversity and Ethical Practice	
April 5-9 **FINAL ASSESSMENT ONLINE BY APPOINTMENT**		
April 5-13 **Final Paper Due (Specific date will correlate with timing of assessment week prior)**		

V. SELECTED BIBLIOGRAPHY

See course resource page on Moodle 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*

**exceptions with permission from professor*

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

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in Academic Calendar and consult guidance from their course instructors.

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.

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.

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.