

BRIERCREST

CO 791 Counselling Practicum II Winter 2021

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Course Dates: March 15-19, 2021

3 Credit Hours

COURSE DESCRIPTION

This practicum will focus on the skills and presence of the counselor through the experiential integration of counselling skills and concepts into each student's natural way of being.

Prerequisite: CO 790 Counselling Practicum I

COURSE INTEGRATION

This practicum builds on and further develops the student's counselling skills, adding to the learnings of Practicum I. It provides further opportunity for reflection on the practices of counselling through experiential practice of the skills.

COURSE TEXTS

Anderson, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process*, 26, 415-428. (Re-read this article).

Kottler, J. A. (2010). *On being a therapist*. San Francisco, CA: Joss-Bass.

Yalom, I. (2009). *The gift of therapy*. New York, NY: HarperCollins.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

A. Cognitive:

1. The student will gain an understanding of the basic steps in conducting a counselling session and counselling experience for the counsellee.
2. The student will progress in the ability to apply theory to praxis.

3. The student will reflect on the theological correlates to these counselling practices (e.g., the experience and offer of grace in listening practices, the phenomenon of repentance as change occurs, the biblical goal of reconciliation as vision for the work of counselling, etc.)

B. Affective:

1. Most importantly, the student will continue to experience her/himself, together with the anxieties and strengths that he/she will bring to the counselling situation.
2. The student will continue to grow in enthusiasm for the work of counselling.
3. The student will grow in Christ-like humility with respect to the growing awareness of the worth of the client, and with respect to the power imbalance in the counselling relationship.

C. Skills:

1. The student will develop listening and questioning skills sufficient to begin a counselling ministry.
2. The student will be able to establish a relationship with the counsellee in order to allay the fears and anxieties that counsellees may bring to the counselling meeting.
3. The student will be able to conduct a collaborative conversation using narrative practices.

COURSE PROCEDURES

1. We will attempt to maintain the same groupings as in Practicum I but will remain flexible as needed given the uncertainties of COVID-19 restrictions. The focus in the practicum groups now will be on the conversational practices he or she was employing in the counselling situation. We will pay particular attention to skill building in listening and asking questions.
2. Each student will "counsel" her/his partner for 45 minutes and will record that conversation. Following the recording, you will view your recording and pay special attention to the questions you asked, the presuppositions and theoretical influences that led you to ask that question, and the construction of the questions. You will also pick a 5-8-minute clip for presentation to the group.
3. Students will be grouped into supervision groups for group presentations, during which we will follow the reflecting team practices described in the Tom Andersen article.
4. In preparation for your presentation to the group, describe your presentation according to the following:
 - a. Content of the conversation.
 - b. Theoretical considerations using the ideas of narrative practices and theoretical understandings of persons and problems.
 - c. Counselling issues and practices for which you would like feedback.
 - d. **Please come thus prepared to present. Don't just say, "please listen to my recording and tell me what you think!"**

COURSE EVALUATION CRITERIA – Person-of-the-counsellor:

Upon completion of this practicum, students will demonstrate:

1. A teachable spirit, i.e., a willingness to listen to and consider the feedback of others.
- Absence of defensiveness when confronted.

- Willingness to accept the input of others even when it differs from one's own view of one's self.
 - A willingness to acknowledge the presence of "blind spots" in one's life.
2. An ability to accurately listen beneath the words of the other group members.
 - Hearing emotions accurately.
 - Being able to give sensitive accurate reflections to people as they share their hearts.
 - Being comfortable with silence.
 3. Evidence of a growing attitude of Christ-like humility.
 - Avoiding the tendency to be the one with the answers.
 - Lack of a tendency to give quick advice.
 - An absence of the smug arrogance (often spiritual) that says "I'm way beyond you in this area," communicated verbally or non-verbally.
 4. A present tense perspective on personal issues.
 - Not, "I've dealt with that," or "It's in my past - don't touch it."
 5. An ability to embrace the pain of others.
 - An ability to provide "presence."
 - Weeping with those who weep.
 6. Personal and emotional integrity.
 - Willingness to face the reality of what is.
 - Evidence of feeling the impact of personal issues appropriately.
 7. Chosen vulnerability.
 - Sharing oneself for the purpose of allowing others to learn from one's journey.
 - An attitude of willingness to risk, recognizing that this means different things to different people.
 8. Evidence that movement or growth occurred during the practicum.
 - Evaluation was not done on the basis of arrival but on the basis of distance traveled.
 - The absence of a spirit of "arrival."
 - Holy moments where renewal and growth were being tasted.

COURSE EVALUATION CRITERIA – Skills-of-the-counsellor:

1. Relational skills
 - a. Effectiveness in relating with one's "client"
 - b. Demonstration of genuineness and empathy
 - c. Adoption of a collaborative rather than "expert" stance with the client
2. Listening skills
 - a. An ability to listen with curiosity
 - b. An ability to hold one's own ideas of analysis in abeyance
 - c. An ability to avoid jumping to conclusions with respect to the "root" problem

3. Questioning skills
 - a. An awareness of the difference between open- and closed-ended questions
 - b. An ability to learn the “language” of the client
 - c. An ability to respond to the client’s description in externalizing, non-globalizing and non-absolutizing ways
 - d. An ability to use questions and other feedback in ways that open space between the person and the problem

COURSE EVALUATION PROCEDURE:

Pre-Course Assignments: Value: 10%

1. Each student will write a 2-page reflective paper on each of the two new required readings. Include ideas that you appreciated, ideas that challenged you, a brief biblical/theological reflection, and ideas that raised questions that you would like to ask the authors. Also, indicate that you have re-read the Andersen paper.

Due: March 15, 2021

During-the-course requirements: Value: 45%

2. The facilitator will interact with students in the practicum meetings and observe demonstrated growth in personal awareness, ability to conceptualize the counsellee's problems in biblical, intrapersonal and systemic categories and in counselling skills.
3. There will be emphases on the following:
 - a. Task analysis (slicing it thin) observations
 - b. Interpersonal process recall (IPR)
 - c. Observations of style

Post-course Assignments: Value: 45%

4. Each student will submit the recording of her or his last counselling session. Indicate where on the recording you would like the evaluator to begin viewing so that the evaluator knows without extensive searching where each segment starts, and where the student believes significant sections are.

Due: March 26, 2021

5. At the end of the practicum, the student will be asked to write a 2-4-page self-evaluation describing both learning that has taken place, and learning still required, both distance traveled as well as the next steps in developing counselling skills.

Due: March 26, 2021

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of the Academic Resource Centre in person (L234 in the Library), by telephone (1-306-756-3230) or by email (academicresourcecentre@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

BIBLIOGRAPHY

Andersen, Tom. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process*, 26, 415-428.

Fine, Marshall. (2003). Reflections on the intersection of power and competition in reflecting teams as applied to academic settings. *Journal of Marital and Family Therapy*, 29, 3, 339-351.

Kottler, J. A. (2010). *On being a therapist*. San Francisco, CA: Joss-Bass.

Olthuis, James H. (2001). *The beautiful risk: A new psychology of loving and being loved*. Grand Rapids: Zondervan.

White, M., and Epston, D. (1990). *Narrative means to therapeutic ends*. New York: W. W. Norton and Company.

Yalom, I. (2009). *The gift of therapy*. New York, NY: HarperCollins.