

BRIERCREST

CO 790 Counselling Practicum I

Practices I: The Personal Transformation of the Person of the Counsellor
Fall 2021

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December 5-10, 2021 (*Please note this class runs Sunday afternoon until Friday afternoon)

3 Credit Hours

COURSE DESCRIPTION

This practicum will focus on the person of the counsellor through the experiential integration of counselling skills and concepts into each student's natural way of being. Qualities of highly effective counsellors will be highlighted and gifts within the student explored.

Prerequisite: 12 credits in CO (Counselling) including CO 603 Foundations of Marriage and Family Therapy and CO 705 Counselling Ethics.

COURSE INTEGRATION

Practicum I provides an introduction to actual counselling in a peer group setting. These groups will function as the accountability units in which problems will be conceptualized according to the model taught in CO 603. Role-playing and evaluation of taped interactions will be a part of this course.

This course will provide:

- An introduction to the practices of counselling.
- An opportunity to re-story the personal narrative identity of the student in order to discover the strengths and gifts the student brings to the practice of counselling.
- A peer group setting, didactic intervals, role-plays, pairings, which will contribute to this experiential learning.

COURSE READING

Required Texts

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.

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.

Students are expected to refer to Briercrest Seminary's APA 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

1. The student will gain an introduction to the consideration of contextual and systemic issues in working with people.
2. The student will learn the basic presuppositions and assumptions underlying a narrative approach to working with people.
3. The student will grow in self-reflection on their anxieties and strengths that they brought to the counselling context.
4. The student will grow in cognitive and affective self-awareness.
5. The student will gain a growing respect for the dignity of each person.
6. The student will develop in a client centered approach with a focus of empathy and genuineness with their client.
7. The student will gain an appreciation of the impact of counselling micro skills, with a focus on reflective listening and questions.
8. The student will gain practice in taking a "not-knowing" stance with another person.
9. The student will have the opportunity to grow in the principles of Philippians 2:1-5, where we are instructed to "in humility think of others as better than ourselves," to "look not only to our own interests but also to the interests of others," to "have the same attitude of mind as Christ Jesus had."

COURSE PROCESS

1. Orientation: Class begins with an orientation on the Sunday at 1:00 pm. Orientation will include an introduction to and getting acquainted with the other members of the practicum group, an review of the use of narrative practices in counselling, the beginning of an exploration of the person-of-the-counsellor resources that you bring to your work as a counsellor, an explanation of procedures that we will follow throughout the rest of this practicum and CO 791 Practicum II, an assignment of practicum partnerships, and other organizational details. It will also include an opportunity for the student to begin the self-reflective work required to be present with another person.
2. Counselling Triads/Quads: At the orientation, you will be assigned to a triad or quad who will be your practicum partners throughout Practicum I. The configuration and sizes of the triads/quads will depend on overall course enrollment.
 - a. You will meet daily Sunday through Thursday afternoons with your triad/quad to counsel one another.
 - b. You will digitally record each session with your practicum partner. Further details about recording will be provided closer to the start of the course.
 - c. All electronic recordings of sessions must be securely stored on your password protected student OneDrive account until completion of the course, at which point they must be permanently deleted. If your client consents to you keeping a 20-min

clip from one of your sessions this must also be stored, along with an email from them giving you consent, in your OneDrive account until graduation.

3. Presentation preparation: Each evening Sunday – Thursday you will prepare to present to your cohort supervision group the next morning. In preparation you are asked to:
 - a. Review the recording of the session (trainees who watch their recordings learn the fastest).
 - b. Prepare a transcript of the clip that you will present in class (keep notes in a file).
 - c. List the counseling goal(s) that your “client” had, as well as your learning goals, and how this session contributed towards reaching them.
 - d. List the theoretical ideas you used in conducting yourself in the session.
 - e. List reflections about your experience in session and any self-of- the-therapist insights.

4. Cohort Supervision Group: You will be assigned to a supervision cohort which will meet each morning Monday through Friday for approximately 4 hours with one of the faculty members. The configuration and sizes of the cohort groups will depend on overall course enrollment. The groups will provide opportunities to think theoretically about cases, within the limits of confidentiality, to discuss issues arising from the pairs, as a way to:
 - a. Explore the personal emotional reactions you had while in the session, and the ways in which your own story was evoked during your conversation with your practicum partner, so that these can become an aid rather than a hindrance in counselling. This is called person-of-the-counsellor work.
 - b. Begin the development of counselling conversational practices. This is called skills-of-the-counsellor work.
 - c. Experience the benefits of group supervision.

Group supervision will proceed as follows:

- a. Each student will present every day. After reviewing your entire recording, you will choose a “clip” of approximately 5-8 minutes to present to the group.
- b. You will have a 15-20-minute period in which to present and engage in conversation with the other members of the group and supervisors about issues relating to the material in the “clip.” The group supervision conversation will be guided by the ideas about how “reflecting teams” work (see Freedman and Combs, 1996, Ch. 7, and Andersen).

The times above are approximate depending on the size of class enrollment. Please be aware that the group sessions may be video-recorded from time to time for purposes of supervision or training. You will be informed so as to give consent.

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

1. Personal counselling: Students will receive personal counselling, either individually, as a couple, or as a family. Students should commence this prior to the beginning of practicum at any time during the fall semester when they are taking CO 790. If the student opts for couple or family counselling, the counsellor should have specialized training in working with couples

or families. Completion of this counselling will be confirmed by a note in Canvas indicating the dates of 5 counselling sessions and the type of counselling, i.e., individual, couple, or family.

Due date: December 17, 2021

Value: 5%

2. Reading and Reflection Paper: Write a 500-word reflection paper on the Olthuis text.

Due December 4, 2021

Value: 5%

3. Reading and Reflection Paper: Write a 500-word reflection paper on the White & Epton text.

Due December 4, 2021

Value: 5%

Mid-Course Assignment:

1. Based on the student presentations and cohort supervision process, the facilitator will evaluate students based on growth in:

- a. Personal awareness and person-of-the-therapist insight

- i. Self-awareness

- ii. Self-reflection

- iii. Appropriate self-disclosure

- b. Supervision & reflecting team participation

- i. Humility and openness to feedback

- ii. Reflection upon their own experiences (self-of-therapist) as a reflection team member

- iii. Providing helpful and encouraging feedback to others

- c. Skills of the therapist

- i. Collaborative client centered approach

- ii. Empathy

- iii. Curiosity without jumping to conclusions

- iv. Open-ended questions & reflections

Due: Last day of class

Value: 40%

Post-Course Assignments:

1. Each student will submit:

- a. Counselling clip and transcript: a 20-min clip of her or his last counselling session (via OneDrive) and a transcript of both of the therapist and the client content for the clip, including the times to begin viewing the clip.

- b. Triad/quad evaluations: students will evaluate their group members and also self-evaluate based on their roles as:

- i. Therapist (engaging with the client in a helpful manner based on learnings in the program)

- ii. Client (bringing something they are comfortable to discuss each session and engaging in the process)

- iii. Observer (following reflecting team guidelines)

These triad/quad evaluations will be submitted to the cohort facilitator.

- c. Self-evaluation paper: write a 2-4-page self-evaluation paper describing:
 - i. Learning that took place during this practicum
 - ii. Their experiences as a therapist during practicum
 - iii. Areas for future development and goals for Practicum II

Cohort facilitators will evaluate students based the above items in relation to:

- a. Engagement with self-of-the-therapist themes
- b. Reflective practice
- c. Client centered therapeutic stance with evidence of genuineness, empathy, and humility
- d. Micro-skills, especially listening, reflecting, and asking open ended questions, observed in the clip
- e. Engagement in the practicum processes and self-awareness

Due: December 17, 2022

Value: 45%.

OVERALL EVALUATION

To proceed to Practicum II a grade of "B" is required for Practicum I. A grade of "C" will be considered a "conditional pass" and you will be required to do some remedial work before proceeding to Practicum II. A grade of "F" will mean that you will either be asked to repeat the practicum, or to withdraw from the program.

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 Student Success in person (L234 in the Library), by telephone (1-306-756-3230) or by email (egordon@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.
- Brown, J. E. (1997). The question cube: A model for developing question repertoire in training couple and family therapists. *Journal of marital and family therapy*, 23, 1, 27-40.
- Friedman, Steven, ed. (1995). *The reflecting team in action: Collaborative practice in family therapy*. New York: Guilford.

Hardy, K. V., and Laszloffy, T. A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of marital and family therapy*, 21, 3, 227-238.

Mearns, Dave. (2003). *Developing person-centred counselling*. London: SAGE Publications.

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

Taylor, Daniel. (1996). *The healing power of stories: creating yourself through the stories of your life*. New York: Doubleday.

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