

BRIERCREST

CO 791 Counselling Practicum II Winter 2022

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TBD

Course Dates: March 20-25, 2022 (*Please note this class runs Sunday afternoon until Friday afternoon)

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 with a minimum grade of "B."

COURSE INTEGRATION

Practicum II 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. (2017). *On being a therapist*. San Francisco, CA: Joss-Bass.

White, M. (2007). *Maps of narrative practice*. W. W. Norton & Company.

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 counselling micro-skills sufficient to begin counselling.
 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 client-centred strategic practices, such as narrative practices.

COURSE PROCEDURES

1. Orientation: Class begins with an orientation on the Sunday @ 1 pm. Supervision cohorts will be assigned prior to the course starting.
2. Counselling Triads/Quads: At the orientation, you will be assigned to a triad or quad who will be your practicum partners throughout Practicum II. The configuration and sizes of the triads/quads will depend on overall course enrollment.
 - You will meet daily Sunday through Thursday afternoons with your triad/quad to counsel one another.
 - In the triad/quad students will rotate as therapist, client, and observer(s).
3. Presentation preparation: Each evening Sunday – Thursday you will prepare a presentation for your cohort supervision group the next morning. In preparation you are asked to:
 - Review the whole recording of the session (trainees who watch their recordings learn the fastest).
 - Select a 5-8 min clip that you will present in class and prepare a transcript of the clip (keep notes your OneDrive folder).
 - In your presentation include:
 - i. Brief overview of the content of the conversation.
 - ii. Your presuppositions and theoretical considerations and the therapeutic approach influencing your counselling in the clip.
 - iii. Counselling issues and practices for which you would like feedback.
 - iv. **Please come thus prepared to present. Don't just say, "please listen to my recording and tell me what you think!"**
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:

- Begin the development of counselling conversational practices. This is called skills-of-the-therapist work.
- Pay particular attention to skills of relating, listening, reflecting, and asking questions.
- Experience the benefits of group supervision.

Confidentiality: Processes and content occurring within the triad/quads and cohort supervision are confidential. Students are expected to not discuss this outside of these groups, including with other practicum students in different cohorts. Should concerns arise for a student during the week, either in their role as therapist, client, or observer, these should be discussed with their cohort facilitator and not with any other students.

COURSE EVALUATION PROCEDURE:

Pre-Course Assignment

1. White Reflection paper: a 2-page reflective paper on *Maps of narrative practice*. Include ideas that you appreciated, ideas that challenged you, and strategies you hope to utilize during your counselling in Practicum II.

Value: 5% **Due: March 18, 2022**

2. Kottler Reflection paper: a 2-page reflective paper on *On Being a Therapist*. Include ideas that you appreciated, ideas that challenged you, and a brief biblical/theological reflection. When submitting your paper, please also indicate that you have re-read the Andersen paper.

Value: 5% **Due: March 18, 2022**

During-the-course Participation

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
 - b. Therapeutic stance in relating and engaging clients, such as de-centering self and being present with the client in the midst of pain
 - c. Use of counselling micro-skills, especially listening, reflecting, and asking questions.
 - d. Conceptualization of counselling problems in biblical, intrapersonal and/or systemic categories
 - e. Pacing, sequencing, and therapeutic strategy observed in clips presented

Value: 30% **Due: March 25, 2022**

Post-course Assignments

2. Each student will submit:
 - a. Counselling clip and transcript: a 20-min clip of what the student believes was the best example of their counselling during the week (via OneDrive) and a transcript of both 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 to 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. learning still required and next steps in developing counselling skills

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

- i. Therapeutic stance in relating and engaging clients, such as de-centering self and being present with the client in the midst of pain
- ii. Micro-skills, especially listening, reflecting, and asking questions, observed in the clip.
- iii. Pacing, sequencing, and therapeutic strategy observed in the clip.
- iv. Engagement in the practicum processes including teachability, providing constructive and supportive feedback to others, insights into strengths and areas for growth, and self-awareness of their actions on others.

Value: 60%

Due: April 4, 2022

OVERALL EVALUATION

To begin Internship a minimum grade of "B" is required for Practicum II. A grade between B- and C- will be considered a "conditional pass" and you will be required to do some remedial work before beginning Internship. A grade of "D" or "F" will mean that you will either be asked to repeat the Practicum II, 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.

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.