

# BRIERCREST

## CO 790 Counselling Practicum I

Practices I: The Personal Transformation of the Person of the Counsellor  
Fall 2022

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December 4-9, 2022 (On-campus modular course)

\*Please note this class starts Sunday at 10:30 am and concludes Friday at 1:30pm

### 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 practice groups in which problems will be conceptualized according to the models taught in the program. Counselling and evaluation of taped interactions will be a part of this course.

### COURSE READING

#### ***Required Texts & Articles***

Aponte, H. J., & Kissil, K. (2016). *The Person of the Therapist Training Model: Mastering the Use of Self*. (pp. 14-23) (Available through Canvas)

Cozolino, L. J. (2021). *The Making of a Therapist: A Practical Guide for the Inner Journey*. WW Norton.

Jones, R. S. (2019). *Spirit in Session: Working with Your Client's Spirituality (and Your Own) in Psychotherapy*. Templeton Press.

Olthuis, James H. (2006). *The Beautiful Risk: A New Psychology of Loving and Being Loved*. Zondervan.

Rober, P. (2021). The Dual Process of Intuitive Responsivity and Reflective Self-supervision: About the Therapist in Family Therapy Practice. *Family Process*, 60(3), 1033–1047.  
<https://doi.org/10.1111/FAMP.12616> (Available through Canvas)

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.

## REQUIRED TECHNOLOGY

Students must bring with them to class a USD flash drive no smaller than 64GB as well as a laptop with a USB port (tablets without a USB port or an iPad will not be sufficient for this class).

## COURSE OUTCOMES

1. The student will grow in self-reflection on their anxieties and strengths that they brought to the counselling context.
2. The student will grow in cognitive and affective self-awareness.
3. The student will gain a growing respect for the dignity of each person.
4. The student will develop in a client centered approach with a focus of empathy and genuineness with their client.
5. The student will practice counselling and gain an appreciation of the impact of counselling micro-skills, with a focus on reflective listening and questions.
6. The student will gain practice in taking a "not-knowing" stance with another person.
7. The student will learn the basic presuppositions and assumptions underlying a narrative approach to working with people.

## COURSE PROCESS

1. Orientation: Class begins with an in-person orientation on the Sunday @ 10:30am. Orientation will include an introduction to and getting acquainted with the other members of the practicum group, an overview of micro-skills, 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.
2. Counselling Practice 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. Real play will be used for counselling practice sessions. Students are expected to bring something real that they are comfortable engaging with in each session.
  - c. You will digitally record each session with your practicum partner. Further details about recording will be provided closer to the start of the course.
  - d. All electronic recordings of sessions must be securely stored on your password-protected student OneDrive account until the completion of the course, at which point they must be permanently deleted. If your partner (client role) 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 partner (client role) 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 5 minute “clip” 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 supervising professor about issues relating to the material in the “clip.”

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.

*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.*

## ASSIGNMENTS

Please submit all written assignments to Canvas using APA formatting.

### ***Pre-Course Assignments:***

1. Personal counselling: Students will receive 5 hours of personal counselling, either individually, as a couple, or as a family. These counselling hours must be completed during the fall semester when they are taking CO 790.

For completion of this assignment, students must upload a letter from their therapist to Canvas indicating the dates and hours completed, type of counselling (i.e., individual, couples, family), and therapist's professional credentials.

*Note: Counsellors must be registered with a professional counselling association. If the student opts for couple or family counselling, the counsellor should have specialized training in working with couples or families.*

**While this assignment is not for marks, it is a requirement of the course. Students who do not complete all 5 counselling hours during this semester will fail the course.**

Due date: December 19, 2022.

2. Read all of the required precourse reading. Based on your readings from: Aponte, H. J., & Kissil, K, Cozolino, L. J., Jones, R. S., Olthuis, James H, and Rober, P, write a 4-5 page self-of-the-therapist paper based on your reading addressing:
  - Your understanding of self-of-the-therapist as a concept
  - Key self-of-the-therapist themes you identified in your own life and how that might impact your work with clients, based off your reading
  - Considerations for you as you think about the role of your own faith and the potential spirituality of clients in session

Due date: December 3, 2022

Value: 15%

***Mid-Course Assignment:***

1. Based on the student presentations and cohort supervision process, the facilitator will evaluate students based on adequate development in:
  - a. Personal awareness and person-of-the-therapist insight
    - i. Self-awareness
    - ii. Self-reflection
    - iii. Appropriate self-disclosure
  - b. Supervision & cohort participation
    - i. Humility and openness to feedback
    - ii. Reflection upon their own experiences (self-of-therapist) as a triad/quad & cohort team member
    - iii. Provides 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, transcript, and self-reflection: a 20-min clip of their last counselling session (via OneDrive) and a transcript of both the therapist and the partner (client role) content for the clip, including the times to begin viewing the clip.  
Please include:
    - An introduction to the context of the clip
    - Why you chose this clip
    - Self-reflection comments throughout the transcript including self-of-therapist things that arose for you
    - A paragraph after your transcript reflecting on self-of-the-therapist themes from this clip
  - b. Self-evaluation paper: write a 4-5-page self-evaluation paper describing:
    - i. Learning pertaining to being a therapist that took place during this practicum
    - ii. Their experiences as a therapist, client role, and observer during practicum
    - iii. Areas for future development as a therapist and goals for Practicum II

Cohort facilitators will evaluate students based on adequate development in:

- a. Reflective practice, including engagement with self-of-the-therapist themes.
- b. Client-centered therapeutic stance with evidence of genuineness, empathy, and humility.
- c. Micro skills of listening, reflecting, and asking open-ended questions as observed in the clip.
- d. Engagement in overall practicum processes and insights into areas for further development.

**Due:** December 16, 2022

Value: 45%

**OVERALL EVALUATION**

To proceed to Practicum II a grade of "B" is required for Practicum I. A grade of "B-" to "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 "C-" or below 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*

Modular 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](mailto: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.
- Aponte, H. J., & Kissil, K. (2016). *The Person of the Therapist Training Model: Mastering the Use of Self*.
- 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.
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- 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-centered counselling*. SAGE Publications.
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