

BRIERCREST

CO 791 Counselling Practicum II Winter 2024

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Course Dates: January 2 – March 8, 2024

Course Delivery Method: Online weekly

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 and helps student begin to conceptualize problems based on models taught in the program.

COURSE TEXTS

Kottler, J. A. (2022). *On being a therapist*. Oxford University Press.

Sbanotto, E. A. N., Gingrich, H. D., & Gingrich, F. C. (2016). *Skills for effective counseling: A faith-based integration*. InterVarsity Press.

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

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 how the theological correlates to these counselling practices.
- 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.
 3. The student will be able to conduct a collaborative conversation using client-centred strategic practices, such as narrative practices.

COURSE PROCEDURES

1. Orientation: Online class begins with an orientation on Thursday, January 4 @ 2 pm (SK time). 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 bi-weekly with your triad/quad to engage in online counselling on Friday afternoons 12:30-4:30 pm (SK time) on Jan 5, Jan 19, Feb 2, Feb 16, and March 1.
 - In the triad/quad students will rotate as therapist, client, and observer(s).
3. Presentation preparation: Bi-weekly supervision co-horts will meet on Friday afternoon from 12:30-4:30 pm (SK time) and students will prepare a presentation for their cohort supervision group. In preparation you are asked to:
 - Review the whole recording of the session (trainees who watch their recordings learn the fastest).
 - Select a 5 minute clip that you will present in class and prepare a transcript of the clip (stored in 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 that meets with one of the faculty members online bi-weekly from 12:30-4:30 pm on Jan 12, Jan 26, Feb 9, Feb 23, and March 8. The configuration and sizes of the cohort groups will depend on overall course enrollment. The groups will provide a confidential opportunity to discuss cases 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 course, 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. Reflection paper: in a 5-page paper reflect on all three required texts. Focus on ideas that you appreciated, ideas that challenged you, strategies you hope to utilize during your counselling in Practicum II, and a brief biblical/theological reflection.

Value: 10%

Due: January 2, 2024

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 intrapersonal and/or systemic theories.
 - e. Pacing, sequencing and therapeutic strategy observed in clips presented.
 - f. Engagement in the practicum processes including teachability, provided constructive and supportive feedback to others, insights into strengths and areas for growth, and self-awareness of their actions on others.
 - g. Professional and ethical behaviour throughout the course.

Value: 40%

Due: Based on class presentations and engagement

Post-course Assignments

1. 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. Please also include a paragraph at the beginning of the transcript with an overview of the clip including: a brief overview of the content of the conversation; your presuppositions and theoretical considerations; your therapeutic approach influencing the counselling in the clip, and self-reflection comments throughout the transcript focusing on the skills used and intention/hypothesis in using the skill.
 - b. Self-evaluation paper: write a 4-6 page self-evaluation paper describing:
 - i. learning that took place during this practicum
 - ii. counselling skills used during practicum and their effectiveness

iii. learning goals and next steps in developing your counselling skills

Based on the submission of your counselling clip, transcript, and self-evaluation paper, cohort facilitators will evaluate students in relation to:

- Therapeutic stance in relating and engaging clients, such as de-centering self and being present with the client in the midst of pain.
- Micro-skills, especially listening, reflecting, and asking questions, observed in the clip.
- Pacing, sequencing and therapeutic strategy observed in the clip.
- Engagement in the practicum processes including teachability, insights into strengths and areas for growth, and self-awareness of their actions on others.
- Professional and ethical behaviour throughout the course.

Value: 50%

Due: March 15, 2024

OVERALL EVALUATION

To proceed to Internship a grade of "B" is required for Practicum II. A grade of "B-" to "C" may be considered a "conditional pass" and you will be required to do some remedial work before proceeding to Internship. 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.

Students are expected to attend 100% of practicum with no planned absences. If this is impossible due to extenuating and unpreventable circumstances, arrangements must be made with the course professor. If extenuating circumstances are approved and prevent a student from attending class, a maximum 20% of class can be foregone and additional remedial work will be required. 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.

Course Schedules

Class times occur on Fridays from 12:30-4:30 pm (SK time). 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

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI (e.g., ChatGPT) without instructor authorization in the preparation and/or submission of their assignments violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately. Students are responsible to ensure they are using their sources with transparency and honesty. For more details, consult the [Seminary Calendar](#). In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).