



CO 791 Counselling Practicum II Winter 2025

Professors: Margaret Clarke, PhD, RCT, RMFT-SM, CCC (mclarke@briercrest.ca)
Semhar Ghedela, MAMFT, CCC (sghedela@briercrest.ca)
Courtney Wiebe, MAMFT, RMFT-SQ, RCT, CCC (cwiebe@briercrest.ca)
Course Dates: Orientation January 6 @ 10:00 am – 12:00 pm (SK time)
Wednesdays, January 8 – March 19, 2025, 9:00 am – 1:00 pm (SK time); there will be
no class February 19
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 the student begin to conceptualize problems based on models taught in the program.

REQUIRED 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.

Select **one** of the following texts/modalities you are interested in:

1. De Shazer, S., Dolan, Y., Korman, H., Trepper, T., McCollum, E., & Berg, I. K. (2021). *More than miracles: The state of the art of solution-focused brief therapy*. Routledge.
(This choice is for MC students only since MAMFT students use this book for CO 707)
2. Greenberger, D., & Padesky, C. A. (2015). *Mind over mood: Change how you feel by changing the way you think*. Guilford Publications.
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Padesky, C. A., & Greenberger, D. (2012). *Clinician's guide to mind over mood*. Guilford Press.
3. Johnson, S. M., & Campbell, T. L. (2021). *A primer for emotionally focused individual Therapy (EFIT): Cultivating fitness and growth in every client*. Routledge.

4. 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>) 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 (See Appendix A for additional info)

1. Orientation: Online class begins with an orientation on January 6 @10:00 am – 12:00 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 Wednesdays 9:00 am – 1:00 pm (SK time).
 - In the triad/quad students will rotate as therapist, client, and observer(s).
3. Presentation preparation: Bi-weekly supervision cohorts will meet on alternating Wednesdays 9:00 am – 1:00 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 on Wednesday mornings. 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.

ASSIGNMENTS

Please submit all written assignments to Canvas in APA formatting.

Pre-Course Assignment

1. Reflection paper: in a 5-page paper reflect on all 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 6, 2025

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, providing 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

*In the above transcript and reflection paper, please do not use the name of your client; instead reference them generically as "client."

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 26, 2025

OVERALL EVALUATION

To proceed to Internship, a grade of "B" is required for Practicum II. 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 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/>.

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 occurs on January 6 @ 10:00 am – 12:00 pm (SK time), then Wednesdays, January 8 – March 19, 2025, 9:00 am – 1:00 pm (SK time). There will be no class February 19.

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 without instructor authorization 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.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of

assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. 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).

Appendix A: CO 791 Preparation and Processes

1. Confidentiality and Professionalism

- a. **Space.** Practicum involves the sharing of confidential information during both the counselling and supervision sessions. It is essential that the location you participate from remains the same for all sessions and you ensure you are alone in the space so that it is private. Any change in location that you are participating from needs to be approved by your supervisor in advance. Please ensure that nothing can be overheard from your space and that you will not be interrupted in the space by anyone else in the building. We recognize that this may be challenging for some of you with full homes and would encourage you to consider an alternate location, if arrangements at home cannot be made. Please put a “Do not Disturb” sign on your front door, if your doorbell will interrupt you, such as persistent delivery people.
- b. **Professional space.** You need to ensure that your background is professional looking. Please test your lighting and sound in advance and ensure that they are good. Avoid setting up with a window behind you; instead, your window or lighting should be facing you for the best exposure. Using the blur function is **not** allowed during the week. Please ensure there is no bed in the background, remove personal items or any mess.
- c. **No pets** are allowed in your counselling space when you are the counsellor.
- d. **Dress.** Please ensure you are dressed in clothing appropriate for a professional therapist.
- e. **Headphones.** In addition to ensuring your space is private and confidential, you must wear headphones during counselling triads/quads, supervision cohorts, and when reviewing your recording as an extra protection of confidentiality. Please use discrete headphones, rather than large over the ear headphones, when you are the counsellor.
- f. **Group Supervision.** You must also participate from the same confidential and professional space for group supervision.
- g. **Concerns.** Processes and content occurring within the triad/quads and cohort supervision are confidential. If any concerns arise related to counselling quads/triads or in group supervision during the course contact your cohort facilitator to discuss when it occurs. Confidential information cannot be discussed with others, including other students.

2. Attendance and Focus

- a. **Attendance.** Both your triad/quad counselling times and group supervision cohorts require your undivided attend and 100% attendance. If you have some type of unavoidable emergency, please contact your cohort supervisor.
- b. **Focus.** While you may be participating from your home, in a confidential and private space, please ensure your family understands that you **cannot** be interrupted during

these times. Please ensure that you do not have other commitments or responsibilities, such as with family or work, during scheduled practicum times.

3. Technology requirements

- a. **Internet.** Online counselling requires a stable internet connection. For those who may have poor internet, take some steps to ensure that you have good connectivity. Possible solutions may be to get an ethernet cable and hardwire your computer, rather than using Wi-Fi, or choosing an alternate confidential location that has better internet.
- b. **Zoom and Laptop or Desktop Device.** You will be recording your counselling sessions on Zoom. The Zoom application for tablets does not allow for recording, so please plan to use a laptop or desktop computer. If you have absolutely no other option than to use a tablet, please contact the Practicum instructors, so that we can determine an alternate way to get your recording. You are not allowed to participate in Practicum II from a phone.

4. Online counselling tips

There are two videos on Canvas under "Files" from counsellors sharing some tips, both technical and therapeutic, on providing online counselling. While these videos are not required, we would encourage you to watch them.