



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

CP7501 Counselling Practicum I

3 credit hours. Prerequisites: CP5100, CP5111, and CP6510.

'A' Live-Stream Only

September 6 – December 15, 2022
Fall 2022 Semester
Tuesdays bi-weekly, 11am - 1pm

Heather Tomes, M.Ed., R. Psych. (APE) #772
htomes@horizon.edu
Office hours: Tuesday – Thursday

Course Goals

Course Description

In Counselling Practicum I, students advance from micro-skills training, role plays, and simulated counselling experiences (CP6510 Counselling Skills Lab) to supervised counselling experience through a 125-hour practicum in an approved church or work setting with a minimum of 75 hours direct client or parishioner contact. Special emphasis is placed on the intra- and interpersonal experience of students and their individual functioning as counsellors, as observed and evaluated by the on-site supervisor and the faculty supervisor. Students participate in case presentations, peer group case conferencing, and counselling supervision within the context of the course to assist in the development of conceptual and procedural skills and facilitate personal and professional development. Students are required to engage in non-graded individual therapy at their own expense with an approved clinician of their choice.

Relationship to Horizon's Mission

This course prepares students for Spirit-empowered life and ministry by providing them with the opportunity to hone competencies in the application of counselling skills in contexts tailored to their specific vocational interests and needs while working closely with seasoned pastoral care and counselling providers.

Course Competencies and Learning Outcomes

To demonstrate competency in the **application of counselling skills**, students will:

1. Apply pastoral care and counselling theory and skill as they serve clients and parishioners while receiving ongoing individual and group supervision.
 - *Assessment:* Case Presentation.

2. Apply basic case conceptualization and treatment planning skills to demonstrate readiness to progress to CP7502 Counselling Practicum II and eventual practice as a pastoral care and counselling provider.
 - *Assessment:* Case Presentation.
3. Engage in individual and group supervision.
 - *Assessment:* Reading Guide and Class Discussions.

To demonstrate development in **spiritual formation**, students will:

4. Demonstrate spiritual and psychological health including self-awareness, self-reflection guided by the Holy Spirit, work-life-ministry balance, healthy boundaries, and emotional stability.
 - *Assessment:* Reading Guide and Class Discussions, Individual Therapy Sessions and Reflection Paper.

Course Procedure

1. CP7501 Counselling Practicum I

In consultation with the faculty supervisor, students will choose practicum sites and approved supervisors. Please refer to the MAPC Practicum Handbook for more information.

2. Individual and Group Supervision with Site Supervisor

Students will participate in individual and group supervision at their practicum placements. Methods used in supervision will vary according to the preferences, models, and philosophies of the site supervisor.

3. Case Conference with MAPC Cohort Group

Students participate once every two weeks in a cohort group facilitated by the faculty supervisor. The focus of this time includes case-conferencing and discussion of assigned readings. Each student will prepare one case vignette for case conferencing.

4. Reading and Research

Students will read the assigned readings and come prepared to discuss the material. Students will also engage in independent research applicable to their case vignette.

5. Individual Therapy

Students will engage in six individual therapy sessions and submit a reflective paper.

6. Documentation

Students ensure all necessary documentation from the MAPC Practicum Handbook is submitted including Supervisor/Site Approval Form (Appendix I), MAPC Ethics Code Declaration Form (Appendix E), MAPC Practicum Agreement (Appendix F), Supervisor Evaluation of Practicum Student Form (Appendix A), Record of Weekly Site Hours (Appendix D), and Practicum Site Evaluation Form (Appendix H).

7. Final Grade

Students are assigned a final letter grade by the faculty supervisor based on completion of the course assignments and activities, and a recommended grade by the site supervisor.

Course Work

Required Readings

Gray, Laurie, Nicholas Ladany, Jessica Walker, and Julie Ancis. "Psychotherapy Trainees' Experience of Counterproductive Events in Supervision." *Journal of Counseling Psychology* 48.4 (2001) 371-383. <https://thetdl.on.worldcat.org/oclc/4644286651>

Keats, Patrice and Janny Thompson. "Direct Supervision from Students' Perspectives." In *Clinical Supervision of the Canadian Counselling and Psychotherapy Profession*, edited by Blythe Shepard, Lorna Martin, and Beth Robinson, 419-441. Ottawa, ON: The Canadian Counselling and Psychotherapy Association, 2016.

McNamara, MacKenzie, Kelsey Kangos, Dylan Corp, Micahel Ellis, and Englann Taylor. "Narratives of harmful clinical supervision: Synthesis and recommendations." *The Clinical Supervisor* 36.1 (2017) 124-144. https://www.researchgate.net/publication/316815688_Narratives_of_harmful_clinical_supervision_Synthesis_and_recommendations

Skovholt, Thomas and Michael H. Ronnestad, "Struggles of the Novice Counselor and Therapist." *Journal of Career Development, suppl. Career Development of Counselors and Therapists* 30.1 (2003) 45-58. <https://thetdl.on.worldcat.org/oclc/5649168482>

Additional selected readings as assigned by the faculty supervisor.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Recommended Resources

- Berman, Pearl S. *Case Conceptualization and Treatment Planning: Integrating Theory with Clinical Practice*. 4th edition. Los Angeles: Sage Publications, 2019. ISBN: 9781506331386.
- Canadian Association for Spiritual Care. “Code of Ethics and Professional Conduct.” https://spiritualcare.ca/about-casc_acss/casc-acss-code-of-ethics-and-professional-conduct/
- Canadian Counselling and Psychotherapy Association. “Code of Ethics” (2020). <https://www.ccpa-accp.ca/wp-content/uploads/2020/05/CCPA-2020-Code-of-Ethics-E-Book-EN.pdf>
- Canadian Professional Counsellors Association. “Code of Ethics” (2017). <https://www.cpcarpc.ca/pub/docs/CPCA%20Code%20of%20Ethics%20revised%202017.pdf>
- Corey, Gerald, Marianne Corey, and Cindy Corey. *Issues and Ethics in the Helping Professions*. 10th edition. Boston, MA: Cengage Learning Inc., 2019. ISBN: 9781337406291.
- Holeman, Virginia Todd. *Theology for Better Counseling*. Westmont, Illinois. IVP Academics, 2012. ISBN: 9780830839728.
- Ivey, Allen E., Mary Bradford Ivey, and Carlos P. Zalaquett. *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. 9th edition. Boston, MA: Cengage Learning, 2017. ISBN: 9781305865785.
- Luepker, Ellen. *Record Keeping in Psychotherapy and Counseling: Protecting Confidentiality and the Professional Relationship*. 2nd edition. New York: Routledge, 2012. ISBN: 9780415892612.
- Professional Association of Christian Counsellors and Psychotherapists. “Code of Ethics” (2018). <https://www.paccp.ca/wp-content/uploads/2018/10/Code-of-Ethics-2018-Final.pdf>
- Sanders, Randolph K. *Christian Counseling Ethics: A Handbook for Psychologists, Therapists, and Pastors*. 2nd edition. Downers Grove, Illinois: InterVarsity, 2013. ISBN: 9780830839940.
- Sbanotto, Elisabeth A. Nesbit, Heather Daveidiuk Gingrich, and Fred C. Gingrich. *Skills for Effective Counseling: A Faith-Based Integration*. Downers Grove, IL: InterVarsity, 2016. ISBN: 9780830828609.

Course Assignments and Activities

1. Reading Guide (5%)

Complete the assigned readings and come prepared to engage in small group discussion based on content from these resources. Email the faculty supervisor by the due date to confirm you have completed each of the assigned readings.

- Related learning outcomes: #3 and 4.
- **Due dates:**
 - **Tuesday September 13, 2022** – Keats, “Direct Supervision”, 419 – 441.
 - **Tuesday September 27, 2022** – Skovholt, “Struggles”, 45 – 58.
 - **Tuesday October 25, 2022** – Gray, “Psychotherapy Trainees”, 371 – 383; McNamara, “Narratives”, 124 – 144.

2. Case Presentation and Peer Group Case Conferencing Facilitation (20%)

Prepare a counselling case presentation to be delivered to the class in the following manner:

- a) Email the faculty supervisor stating your top 2 choices for the preferred date on which you would like to give your case presentation (first come; first served approach).
- b) Refer to the “Case Presentation and Peer Group Case Conferencing Format Guide” uploaded to Populi by the faculty supervisor.
- c) Select a case vignette from your practicum site to present to your peers. Ensure you have received client consent to utilize their case for this purpose.
- d) Prepare a case presentation including PowerPoint slides and a 10-minute video clip demonstrating your pastoral counselling work. Your case presentation should be a maximum of 45-minutes in length (including the video clip).
- e) Facilitate a case conference among your peers. You will have a maximum of 45 minutes for this activity.
 - Related learning outcomes: #1 and 2.
 - **Assignment length:** 45-minute case presentation plus 45-minute case conference facilitation.
 - **Due date:** Tuesday October 25, Tuesday November 8, or Tuesday November 22 at 11am.

3. Class Participation and Level of Self-Reflective Practice (10%)

Actively participate in class discussions based on the assigned readings, discussion topics, case conferencing, and self-reflective practice opportunities facilitated by the faculty supervisor.

- Related learning outcomes: #3 and 4.
- **Due date:** September 6 – December 15, 2022.

4. Individual Therapy Sessions and Reflection Paper (15%)

Participate in individual therapy with an approved counsellor for six sessions. Sessions should focus on the following areas: *What stressors and vulnerabilities am I experiencing now as a student pastoral counsellor? How do these relate to my unique family of origin and cultural contexts? How will I work to address these stressors and vulnerabilities in a healthy, proactive manner during both Practicum I and as part of an ongoing, long-term plan for self-care?* Write a five-page paper based on your reflections from these questions. Include a signed letter from the counsellor confirming the six sessions have been completed.

- Related learning outcomes: #4.
- **Assignment length:** 5 pages.
- **Due date:** Monday November 28, 2022.

5. Site Supervisor Evaluation of Practicum Student (50%)

The site supervisor will evaluate your pastoral care and counselling activities at the practicum site and recommend a letter grade to the faculty supervisor who will integrate this input with all components of the practicum and assess the final grade.

- **Due date for Midpoint Evaluation Form:** Tuesday October 25, 2022.
- **Due date for Endpoint Evaluation Form:** Tuesday December 6, 2022.

Estimate of Time Investment (individual time investments may vary)

Classroom time	14 hrs	N/A	Assignment Weighting
Practicum site time	125 hrs	N/A	
1. Readings and Research	20 hrs	Various	5%
2. Case Presentation	20 hrs	Various	20%
3. Class Participation	N/A	N/A	10%
4. Reflection Paper	15 hrs	November 28	15%
5. Site Supervisor Evaluation	N/A	Oct. 25, Dec. 6	50%
Total =		194 hrs	

Course Outline / Class Schedule

*Notes:

- The outline below is a general guide – changes may be made as necessary throughout the semester.
- **Assignments will not be accepted after Friday December 16, 2022.**

Tuesday September 13, 2022

1. Introduction and review of syllabus
2. Review of practicum requirements and documents
3. Discussion of assigned readings

Tuesday, September 27, 2022

1. Discussion of assigned readings
2. Review of case presentation format
3. Reflective practice

Tuesday, October 11, 2022

1. Discussion of assigned readings
2. Peer support and debriefing
3. Reflective practice

Tuesday October 25, 2022

1. Case presentation #1
2. Midpoint evaluation forms due

Tuesday November 8, 2022

1. Case presentation #2

Tuesday November 22, 2022

1. Case presentation #3

Tuesday December 6, 2022

1. Concluding discussions
2. Endpoint evaluation forms due

Academic Policies**General Guidelines for the Submission of Written Work***Formatting Papers*

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good

B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Live-Streaming Etiquette

Students taking a course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students were expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for your class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

Berman, Pearl S. *Case Conceptualization and Treatment Planning: Integrating Theory with Clinical Practice*. 4th edition. Los Angeles: Sage, 2019. ISBN: 9781506331386.

Canadian Association for Spiritual Care. "Code of Ethics and Professional Conduct."
https://spiritualcare.ca/about-casc_acss/casc-acss-code-of-ethics-and-professional-conduct/

Canadian Counselling and Psychotherapy Association. "Code of Ethics" (2020).
<https://www.ccpa-accp.ca/wp-content/uploads/2020/05/CCPA-2020-Code-of-Ethics-E-Book-EN.pdf>

- Canadian Professional Counsellors Association. "Code of Ethics" (2017). <https://www.cpcarpc.ca/pub/docs/CPCA%20Code%20of%20Ethics%20revised%202017.pdf>
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