



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

CP7502 Counselling Practicum II

3 credit hours.

Prerequisites: CP5100, CP5111, CP6510, and CP7501.

'A' Live-Stream Only

January 8 – April 18, 2024

Winter 2024

Tuesdays bi-weekly, 9:30am – 12:30pm

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Office hours: Tuesday – Thursday

Course Goals

Course Description

In Counselling Practicum II, students continue to advance and develop their skills from Counselling Practicum I through the completion of an additional 125-hour practicum with a minimum of 75 hours direct client or parishioner contact. Case presentations, peer group case conferencing, and counselling supervision continue to assist students to develop conceptual and procedural skills and facilitate personal and professional development. Special emphasis is placed on the therapeutic process, counselling conceptualization, and treatment plans. Continued supervision assists students to hone their therapeutic skills and gain confidence in their proficiency as competent clinical pastoral counsellors. 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. By working closely with seasoned clinical pastoral counsellors in contexts tailored to their specific vocational interests and needs, students are prepared for competent practice as clinical pastoral counsellors.

Course Competencies and Learning Outcomes

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

1. Apply clinical pastoral counselling theory and skill as they serve clients and parishioners.
 - *Assessment:* Case Presentation.
2. Apply case conceptualization and treatment planning skills to demonstrate readiness for competent independent practice as a clinical pastoral counsellor.
 - *Assessment:* Reading Guide and Case Presentation.

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

3. Exemplify 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, Class Participation, Individual Therapy Sessions and Reflection Paper.

Course Procedure

1. CP7502 Counselling Practicum II

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

2. Individual and Group Supervision with Site Supervisor

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

3. Case Conference with MACPC Practicum Seminar Group

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

4. Reading and Research

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

5. Individual Therapy

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

6. Documentation

Students ensure all necessary documentation from the MACPC Practicum Handbook is submitted including Supervisor/Site Approval Form (Appendix I), MACPC Ethics Code Declaration Form (Appendix E), MACPC 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 Reading (available on Populi)

Berman, Pearl S. *Case Conceptualization and Treatment Planning: Integrating Theory with Clinical Practice*. 4th edition. Los Angeles: Sage Publications, 2019. ISBN: 9781506331386. Chapter 1: Developing Case Conceptualizations and Treatment Plans.

Collins, William J. "The Pastoral Counselor's Countertransference as a Therapeutic Tool." *The Journal of Pastoral Care* 36.2 (1982) 125 – 137.

Pedhu, Yoseph "Efforts to Overcome Countertransference in Pastoral Counseling Relationships." *Journal of Pastoral Care and Counseling* 73.2 (2019) 74 – 81.

Ronnestad, Michael and Thomas Skovholt, "The Journey of the Counselor and Therapist: Research Findings and Perspectives on Professional Development." *Journal of Career Development* 30.1 (2003) 5 - 44.

Additional selected readings as assigned by the faculty supervisor.

**While students have the benefit of accessing many of 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

Canadian Association for Spiritual Care. "Code of Ethics and Professional Conduct."

Canadian Counselling and Psychotherapy Association. "Code of Ethics" (2020).

Canadian Professional Counsellors Association. "Code of Ethics" (2017).

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, IL: IVP Academic, 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.

Okun, Barbara and Karen Suyemoto. *Conceptualization and Treatment Planning for Effective Helping*. Belmont, CA: Cengage Learning, 2013. ISBN: 9781133314059.

Professional Association of Christian Counsellors and Psychotherapists. "Code of Ethics" (2018).

Sanders, Randolph K. *Christian Counseling Ethics: A Handbook for Psychologists, Therapists, and Pastors*. 2nd edition. Downers Grove, IL: InterVarsity, 2013. ISBN: 9780830839940.

Sbanotto, Elisabeth A. Nesbit, Heather Davediuk 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. Post a note in Populi to the faculty supervisor by the due date to confirm you have completed each of the assigned readings.

- Related learning outcomes: #2 and 3.
- **Due dates:**
 - **Tuesday, January 9, 2024** – Berman, *Case Conceptualization*, 3-20.
 - **Tuesday, January 30, 2024** – Collins, "The Pastoral Counselor's Countertransference", 125 – 137; Pedhu, "Efforts to Overcome Countertransference", 74 – 81.
 - **March 26, 2024** – Ronnestad, "The Journey of the Counselor and Therapist", 5 - 44.

2. Case Presentation and Peer Group Case Conferencing Facilitation (25%).

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 clinical 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.
- f) Choose one of the treatment plan styles from Berman, *Case Conceptualization*, 11-20. Based on the case from your presentation, write and submit a treatment plan with two long-term goals and four short-term goals (maximum).
 - Related learning outcomes: #1 and 2.
 - **Assignment length:** 45-minute case presentation plus 45-minute case conference facilitation; 2 pages for the written treatment plan.
 - **Due date:** Tuesday, February 27, March 12, or March 26 at 9:30am.

3. *Class Participation and Level of Self-Reflective Practice (5%).*

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.
- **Due date:** January 9 – March 26, 2024.

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: *Based on my experience from CP7501 Counselling Practicum I, what are my main areas of countertransference when working with clients? Which type of clients tend to trigger countertransference issues in me? How will I work to address these countertransference issues in a healthy, proactive manner as part of an ongoing, long-term development plan?* 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: #3.
- **Assignment length:** 5 pages.
- **Due dates:**
 - Tuesday January 16, 2024 (email faculty supervisor with name and credentials of counsellor).
 - Monday, April 8, 2024 (reflection paper and letter from counsellor).

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

The site supervisor will evaluate your clinical pastoral 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, February 27, 2024.
- **Due date for Endpoint Evaluation Form:** Tuesday, April 16, 2024.

Estimate of Time Investment (individual time investments may vary)

Classroom time	18 hrs	N/A	Assignment
Practicum site time	125 hrs	N/A	Weighting
1. Readings and Research	10 hrs	Various	5%
2. Class Participation		N/A	5%

3. Case Presentation	20 hrs	Various	25%
4. Individual Therapy Reflection Paper	15 hrs	April 8	15%
5. Site Supervisor Evaluation	N/A	Feb. 27, April 16	50%
Total =		188 hrs	

Course Outline

*Notes:

- The outline below is a general guide – changes may be made as necessary throughout the semester.
- **Assignments will not be accepted after Thursday, April 18, 2024.**

Tuesday, January 9, 2024

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

Tuesday, January 30, 2024

1. Discussion of ethical dilemmas
2. Discussion of assigned readings
3. Reflective practice

Tuesday, February 13, 2024

1. Case presentation #1

Tuesday, February 27, 2024

1. Case presentation #2
2. Note: Midpoint Evaluation Forms due February 27, 2024.

Tuesday, March 12, 2024

1. Case presentation #3

Tuesday, March 26, 2024

1. Discussion of assigned readings
2. Concluding discussions and reflections
3. Note: Endpoint Evaluation Forms due Tuesday, April 16, 2024.

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](#) 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 Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 [Student Handbook](#).

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at library@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.”

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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.

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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 Davediuk Gingrich, and Fred C. Gingrich. *Skills for Effective Counseling: A Faith-Based Integration*. Downers Grove, IL: InterVarsity, 2016. ISBN: 9780830828609.

Skovholt, Thomas and Michael H. Ronnestad, "Struggles of the Novice Counselor and Therapist." *Journal of Career Development* (2002) 45-58.