

CP7501 Counselling Practicum I

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

'A' Livestream Only



September 11 – December 18, 2024
Fall 2024 Semester
Wednesdays bi-weekly, 9:00am – 12:00pm

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Office hours: Tuesday – Thursday

Please note: *To fulfill a student's program requirements at Horizon Seminary, a student must finish this practicum with a grade of B- or higher.*

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 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 clinical 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 clinical pastoral counselling providers.

Course Competencies and Learning Outcomes

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

1. Apply counselling theory and skill while receiving ongoing individual supervision.
 - *Assessment:* Case Presentation, Clinical Supervisor Evaluation.
2. Apply basic case conceptualization and treatment planning skills to demonstrate readiness to progress to CP7502 Counselling Practicum II and eventual practice as a clinical pastoral counsellor.
 - *Assessment:* Case Presentation.

3. Engage in individual supervision with curiosity, humility, and preparedness.
 - *Assessment:* Clinical Supervisor Evaluation.

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

4. Reflect deeply, guided by God's Spirit, on their own personal formation as well as their participation in their client's spiritual formation.
5. Demonstrate growth in personal awareness, emotional stability, healthy boundaries, and cultivating a sustainable work-life-ministry balance.
 - *Assessment:* Reading Guide, Individual Therapy Sessions, and Reflection Paper.

Course Procedure

1. CP7501 Counselling Practicum I

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

2. Individual Supervision with Clinical Supervisor

Students participate in individual supervision at their practicum placements. Methods used in supervision vary according to the preferences, models, and philosophies of the clinical 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, ethical dilemmas, and discussion of assigned readings. Each student prepares one case vignette for case conferencing.

4. Reading and Research

Students read the assigned readings and come 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 clinical supervisor.

Course Work

Required Readings

Cozolino, Louis. *The Making of a Therapist*. New York, NY: W.W. Norton & Company, Inc., 2021. ISBN: 9780393713947.

DTL: <https://thedtl.on.worldcat.org/oclc/1155077416>

Keats, Patrice and Janny Thompson. "Direct Supervision from Student's 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. (Posted on Populi)

Skovholt, Thomas M., 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. (Posted on Populi)

Tan, Siang-Yang. *Counseling and Psychotherapy: A Christian Perspective*. Grand Rapids, MI: Baker Academic, 2022 (417- 435). ISBN: 9781540962904.

DTL: <https://thedtl.on.worldcat.org/oclc/1311340400>

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.

Recommended resources

Sperry, Len and Jon Sperry. *Case Conceptualization: Mastering This Competency with Ease and Confidence*. New York: Routledge, 2020. ISBN: 9780367256654.

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 to confirm you have completed each of the assigned readings.

- Related learning outcomes: #4.

- **Due dates:**

- Wednesday September 11, 2024:
 - Cozolino, *The Making of a Therapist*, Introduction, chapters 1-3.
 - Skovholt, *Struggles*, 45 – 58
- Wednesday, September 25, 2024:
 - Cozolino, *The Making of a Therapist*, chapters 4-8.
 - Tan, *Counseling and Psychotherapy*, 417 – 426.
 - Keats, *Direct Supervision*, 419 – 441.
- Wednesday, October 2, 2024:
 - Cozolino, *The Making of a Therapist*, chapters 9-10.
- Wednesday, October 23, 2024:
 - Cozolino, *The Making of a Therapist*, chapters 11-12.
- Wednesday, November 6, 2024:
 - Cozolino, *The Making of a Therapist*, chapters 13-14.

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.
 - Related learning outcomes: #1 and 2.
 - **Assignment length:** 45-minute case presentation plus 45-minute case conference facilitation.
 - **Due date:** Wednesday, October 23; Wednesday, November 6; Wednesday, November 20, or Wednesday, December 4 at 9:00am.

3. **Individual Therapy Sessions and Reflection Paper (20%).**

Participate in individual therapy with an approved counsellor for six sessions. Post on Populi the name and credentials of your counsellor for approval by the faculty supervisor before starting the counselling sessions. Sessions should focus on the following areas:

- *What stressors and vulnerabilities am I experiencing now as a student 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 dates:**

- Wednesday, September 18, 2024 (post name and credentials of counsellor on Populi for review and approval by faculty supervisor).
- Monday, November 25, 2024 (reflection paper and letter from counsellor).

4. **Clinical Supervisor Evaluation of Practicum Student (50%)**

The clinical supervisor evaluates your clinical pastoral counselling activities at the practicum site and recommends a letter grade to the faculty supervisor who integrates this input with all components of the practicum and assesses the final grade.

- Related learning outcomes: #1 and 3.
- **Due date for Midpoint Evaluation Form:** Wednesday, October 23, 2024.
- **Due date for Endpoint Evaluation Form:** Wednesday, December 11, 2024.

Estimate of Time Investment (individual time investments may vary)

Classroom time	21 hrs	N/A	Assignment
Practicum site time	125 hrs	N/A	Weighting
1. Reading Guide	15 hrs	Various	5%
2. Case Presentation	15 hrs	Various	25%
3. Reflection Paper	15hrs	November 25	20%
4. Clinical Supervisor Evaluation	N/A	Oct. 23, Dec. 11	50%
Total =		191 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 Wednesday, December 18, 2024.**

Wednesday, September 11, 2024

1. Introduction and review of syllabus
2. Review of practicum requirements and documents
3. Discussion of assigned readings (Cozolino, “*Making*”, introduction and chapters 1-3; Skovholt, “*Struggles*”)
4. Prayer

Wednesday, September 25, 2024

1. Discussion of assigned readings (Cozolino, “*Making*”, chapters 4-8; Tan, “*Counseling*”, 417 – 426; Keats, “*Direct Supervision*”, 419 – 441.)
2. Review of case presentation format
3. Prayer

Wednesday, October 2, 2024

1. Reflective practice
2. Ethical dilemmas
3. Discussion of assigned readings (Cozolino, “*Making*”, chapters 9-10)
4. Prayer

Wednesday, October 23, 2024

1. Reflective practice
2. Case Presentation #1
3. Discussion of assigned readings (Cozolino, “*Making*”, chapters 11-12)
4. Prayer
5. Midpoint evaluation forms due

Wednesday, November 6, 2024

1. Reflective practice
2. Case Presentation #2 and 3
3. Discussion of assigned readings (Cozolino, “*Making*”, chapters 13-14)
4. Prayer

Wednesday, November 20, 2024

1. Reflective practice
2. Case Presentation #4 and 5
3. Prayer

Wednesday, December 4, 2024

1. Reflective practice
2. Case Presentation #6
3. Concluding discussions
4. Prayer
5. Endpoint evaluation forms due (December 11)

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 [MCS-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.

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+	67-69%	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 and Academic Accommodations Coordinator, 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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hour classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

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

If attending class online via livestream, in order to be marked present for 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

Cozolino, Louis. *The Making of a Therapist*. New York, NY: W.W. Norton & Company, Inc., 2021. ISBN: 9780393713947.

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

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

- Canadian Counselling and Psychotherapy Association. “Standards of Practice: Sixth Edition” (2021).
- Corey, Gerald, Marianne Corey, and Cindy Corey. *Issues and Ethics in the Helping Professions*. 10th edition. Boston, MA: Cengage Learning Inc., 2019. ISBN: 9781337406291.
- Ivey, Allen E., Mary Bradford Ivey, and Carlos P. Zalaquett. *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. 10th edition. Boston, MA: Cengage Learning, 2022. ISBN: 9780357622797.
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- 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).
- 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.
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