

CP7502 Counselling Practicum II

3 credit hours.

Prerequisites: CP5100, CP5111, CP6510, and CP7501

'A' Live-Stream Only



January 14 – April 8, 2026

Winter 2026 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 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 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, case 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.
 - *Assessment:* Case Presentation; Clinical Counselling Report; Clinical Supervisor Evaluation.
2. Apply case conceptualization and treatment planning skills to demonstrate readiness for competent independent practice as a clinical pastoral counsellor.
 - *Assessment:* Reading Guide; Case Presentation; Clinical Counselling Report

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

3. Reflect deeply, guided by God's Spirit, on their own personal formation as well as their participation in their client's spiritual formation.
 - *Assessment:* Clinical Supervisor Evaluation
4. 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. 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 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, but must include at least five hours of direct supervision.

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

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

Rønnestad, 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. (Posted in Populi)

Sperry, Len and Jon Sperry. *Case Conceptualization: Mastering This Competency with Ease and Confidence*. 2nd edition. New York: Routledge, 2020. ISBN: 9780367256654.
<https://thedtl.on.worldcat.org/oclc/1138997286>

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

Holeman, Virginia Todd. *Theology for Better Counseling*. Westmont, IL: IVP Academic, 2012. ISBN: 9780830839728.

Course Assignments and Activities

1. Reading Guide.

Complete the required 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. This assignment will be marked as pass or fail and is required for the completion of the course.

- Related learning outcomes: #2 and 4.
- **Due dates:**

- **Wednesday, January 14, 2026:**
 - Sperry, *Case Conceptualization*, chapters 1-2.
- **Wednesday, January 28, 2026:**
 - Pedhu, “Efforts to Overcome Countertransference”, 74 – 81.
 - Sperry, *Case Conceptualization*, chapters 3-4.
- **Wednesday, February 11, 2026:**
 - Sperry, *Case Conceptualization*, chapters 5-6.
- **Wednesday, February 25, 2026:**
 - Sperry, *Case Conceptualization*, chapters 7-8.
- **Wednesday, March 4, 2026:**
 - Sperry, *Case Conceptualization*, chapter 9.
- **Wednesday, March 18, 2026:**
 - Sperry, *Case Conceptualization*, chapter 10.
- **Wednesday, April 1, 2026:**
 - Ronnestad, “The Journey of the Counselor and Therapist”, 5 - 44.

2. *Case Presentation and Peer Case Conference (15%).*

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

- a) Email the faculty supervisor stating your top two choices for the preferred date on which you would like to give your case presentation (first come; first served approach).
- b) 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.
- c) Follow the specific instructions outlined in the “Case Presentation and Clinical Counselling Report” document uploaded to Populi by the faculty supervisor.

- Related learning outcomes: #1 and 2.
- **Assignment length:** 40-minute case presentation plus 20-minute case conference facilitation.
- **Due date:** Wednesday, February 11; Wednesday, March 4; Wednesday March 18; Wednesday, April 1 at 9:00am.

3. *Clinical Counselling Report (15%).*

Prepare a written clinical counselling report based on the premise that a psychiatrist or psychologist who is also providing services to the client (from your case presentation assignment) requests a summary of your case conceptualization and treatment plan. Use the categories outlined in the “Case Presentation and Clinical Counselling Report” document as headings and sub-headings to create a professional, comprehensive report. Given that the client typically receives a copy of this type of report, carefully consider your wording.

- Related learning outcomes: #1 and 2.
- **Assignment length:** 3-5 pages.
- **Due date:** Same due date as your case presentation assignment: either Wednesday, February 11; Wednesday, March 4; Wednesday March 18; Wednesday, April 1 at 9:00am.

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

Participate in individual therapy with an approved counsellor for six sessions. If the counsellor is different from CP7501, post a note to the faculty supervisor on Populi with the name and credentials of your counsellor for approval *before* starting the counselling 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?*
- *What changes need to be made to your “Rule of Life” based on your new learning?*

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, January 14, 2026 (*if different*, post name and credentials of counsellor on Populi for review and approval by faculty supervisor).
 - Wednesday, April 8, 2026 (reflection paper and letter from counsellor).

5. 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, February 25, 2026.
- **Due date for Endpoint Evaluation Form:** Wednesday, April 15, 2026.

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 | |
| 2. Case Presentation | 5 hrs | Various | 15% |
| 3. Counselling Report | 15 hrs | Various | 15% |
| 4. Reflection Paper | 10 hrs | April 8 | 20% |
| 5. Clinical Supervisor Evaluation | N/A | Feb. 25, April 15 | 50% |
| Total = | | 186 hrs | |

All assignments are due at 11:59pm **SK time** unless otherwise indicated.

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 Friday, April 17, 2026.**

Wednesday, January 14, 2026

1. Introduction and review of syllabus
2. Review of practicum requirements and documents
3. Review of case presentation and clinical counselling report assignment
4. Discussion of assigned readings (Sperry, *Case Conceptualization*, chapters 1-2)
5. Prayer

Wednesday, January 28, 2026

1. Reflective practice
2. Discussion of assigned readings (Sperry, *Case Conceptualization*, chapters 3-4; Pedhu, "Efforts", 74 – 81)
3. Prayer

Wednesday, February 11, 2026

1. Reflective practice
2. Ethical dilemmas
3. Discussion of assigned readings (Sperry, *Case Conceptualization*, chapters 5-6)
4. Prayer

Wednesday, February 25, 2026

1. Reflective practice
2. Discussion of assigned readings (Sperry, *Case Conceptualization*, chapters 7-8)
3. Prayer
4. Note: Midpoint Evaluation Forms due February 25, 2026.

Wednesday, March 4, 2026

1. Reflective practice
2. Discussion of assigned readings (Sperry, *Case Conceptualization*, chapters 9)
3. Case Presentation #1
4. Prayer

Wednesday, March 18, 2026

1. Reflective practice
2. Discussion of assigned readings (Sperry, *Case Conceptualization*, chapters 10)
3. Case Presentation #2
4. Prayer

Wednesday, April 1, 2026

1. Reflective practice
2. Case Presentation #3
3. Discussion of assigned readings (Ronnstad, "The Journey", 5-44)
4. Concluding discussions
5. Prayer
6. Note: Endpoint Evaluation Forms due April 15, 2026.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

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](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

Accessible Learning Services Information

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#).

Class Attendance (On Campus or Livestreaming)

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-hours 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

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

Corey, Gerald, Marianne Corey, and Cindy Corey. *Issues and Ethics in the Helping Professions*. 10th edition. Boston, MA: Cengage Learning, 2019. ISBN: 9781337406291.

Holeman, Virginia Todd. *Theology for Better Counseling*. Westmont, Illinois. IVP Academics, 2012. ISBN: 9780830839728.

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

Rønnestad, 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.

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