

# CP7501 Counselling Practicum I CP7601 Psychotherapy Practicum I

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

'A' Livestream Only



September 2 – December 18, 2026

Fall 2026 Semester

Wednesday's bi-weekly, 9:00am – 12:00pm SK

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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 Practicum I, students advance from micro-skills training, role plays, and simulated clinical experiences (CP6510 Counselling Skills Lab) to supervised clinical experience through a 125-hour practicum in an approved setting with a minimum of 75 hours direct client contact. Special emphasis is placed on the intra- and interpersonal experience of students and students' individual functioning as clinicians, as observed and evaluated by the clinical supervisor and the faculty supervisor. Students participate in case presentations, peer group case conferencing, and clinical 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 clinicians.

### **Course Competencies and Learning Outcomes**

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

1. Apply counselling and psychotherapy 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 / CP7602 Practicum II and eventual practice as a clinical pastoral counsellor or pastoral psychotherapist.
  - *Assessment:* Case Presentation; Clinical Report.

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.
  - *Assessment:* Reading Guide; Individual Therapy Sessions and Reflection Paper.
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 & CP7601 Psychotherapy Practicum I**

In consultation with the faculty supervisor, students choose practicum sites and approved supervisors. Please refer to the 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 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 Practicum Handbook is submitted including Supervisor/Site Approval Form (Appendix I), Ethics Code Declaration Form (Appendix E), 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](#)

Scazzero, Peter. *Emotionally Healthy Spirituality*. Updated edition. Grand Rapids, MI: Zondervan, 2017. ISBN: 9780310348498.

[DTL](#)

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)

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

[DTL](#)

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.

## 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 on Populi to the faculty supervisor to confirm you have completed each of the assigned readings.

- Related learning outcomes: #4 and 5.
- **Due dates:**
  - Wednesday, September 2, 2026:
    - Cozolino, *The Making of a Therapist*, Introduction, chapters 1-3.
    - Skovholt, *Struggles*, 45 – 58.
  - Wednesday, September 16, 2026:
    - Cozolino, *The Making of a Therapist*, chapters 4-8.

- Sperry, chapters 1-2.
- Wednesday, September 30, 2026:
  - Cozolino, *The Making of a Therapist*, chapters 9-11.
  - Sperry, chapters 3-4.
- Wednesday, October 14, 2026:
  - Cozolino, *The Making of a Therapist*, chapters 12-14.
  - Sperry, chapter 5.
- Wednesday, October 28, 2026:
  - Scazzero, *Emotionally Healthy Spirituality*, chapter 10 (“Develop a Rule of Life”).

## 2. Case Presentation and Peer Group Case Conference (15%).

Prepare a 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).
- b) Refer to the “Case Presentation and Clinical Report” 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 work. Your case presentation should be a maximum of 30 minutes in length (including the video clip).
- e) Facilitate a case conference among your peers. You will have a maximum of 20 minutes for this activity.
  - Related learning outcomes: #1 and 2.
  - **Assignment length:** 40-minute case presentation plus 20-minute case conference facilitation.
  - **Due date:** Wednesday, October 28; Wednesday, November 18; Wednesday, December 2 or Wednesday, December 16 at 9:00am.

## 3. Clinical Report (15%).

Prepare a written clinical 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 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: #2.
- **Assignment length:** 3-5 pages.
- **Due date:** Same due date as your case presentation assignment: either Wednesday, October 28; Wednesday, November 18; Wednesday December 2; Wednesday, December 16 at 9:00am.

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

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

- *What stressors and vulnerabilities am I experiencing now as a student counsellor/psychotherapist?*
- *How do these connect to my unique attachment style and family of origin experiences?*
- *How will I work to address these stressors and vulnerabilities in a healthy, proactive manner during Practicum I?*

Based on your individual therapy sessions, develop a “rule of life” (Scazzero, Chapter 10) to practice throughout practicum. Write a short paper summarizing your reflections from each of the three areas above, plus a short description of your “rule of life”. Include a signed letter from the therapist confirming the six sessions have been completed.

- Related learning outcomes: #4 and 5.
- **Assignment length:** 5 pages.
- **Due dates:**
  - Wednesday, September 16, 2026 (post name and credentials of therapist on Populi for review and approval by faculty supervisor).
  - Monday, November 23, 2026 (reflection paper and letter from therapist).

#### 5. Clinical Supervisor Evaluation of Practicum Student (50%)

The clinical supervisor evaluates your clinical 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 28, 2026.
- **Due date for Endpoint Evaluation Form:** Wednesday, December 16, 2026.

#### Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Assignment Weighting
Practicum site time	125 hrs	N/A	
1. Reading Guide	15 hrs	Various	5%
2. Case Presentation	10 hrs	Various	15%
3. Clinical Report	5 hrs	Various	15%
4. Reflection Paper	10 hrs	November 23	15%
5. Clinical Supervisor Evaluation	N/A	Oct. 28, Dec. 16	50%
Total =	195 hrs		

All assignments are due at 8pm ***SK time*** unless otherwise indicated.

## **Course Outline / Class Schedule**

\*Notes:

- The outline below is a general guide – changes may be made as necessary throughout the semester.

### **Wednesday, September 2, 2026**

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 16, 2026**

1. Discussion of assigned readings (Cozolino, “*Making*”, chapters 4-8; Sperry, chapters 1-2.)
2. Review of case presentation format
3. Prayer

### **Wednesday, September 30, 2026**

1. Reflective practice
2. Ethical dilemmas
3. Discussion of assigned readings (Cozolino, “*Making*”, chapters 9-11; Sperry, chapters 3-4.)
4. Prayer

### **Wednesday, October 7, 2026**

1. Individual student meetings – by appointment

### **Wednesday, October 14, 2026**

1. Reflective practice
2. Discussion of assigned readings (Cozolino, “*Making*”, chapters 12-14; Sperry, chapter 5.)
3. Prayer

### **Wednesday, October 28, 2026**

1. Reflective practice
2. Discussion of assigned readings (Scazzero, “*Emotionally Healthy*”, chapter 10)
3. Case Presentation #1
4. Prayer
5. Midpoint evaluation forms due

### **Wednesday, November 4, 2026**

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

**Wednesday, November 18, 2026**

1. Individual meetings – by appointment

**Wednesday, December 2, 2026**

1. Reflective practice
2. Case Presentation #4
3. Concluding discussions
4. Prayer
5. Endpoint evaluation forms due (December 10)

**Wednesday, December 16, 2026**

1. Reflective practice
2. Case Presentation #5
3. Concluding discussions
4. Prayer
5. Endpoint evaluation forms due (December 16)

- No assignments will be accepted after the course end date: December 18, 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 calendar days late, penalty of 10%; 4-6 calendar 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](#).

**Statement on the Use of AI:** Competent practice in counselling and psychotherapy is built on a foundation of reliance on the Spirit of God and thoughtful, reflective clinical skill that responds adeptly to the image bearer before us in the counselling space. The use of AI can detract from moment-to-moment reliance on the Holy Spirit for wisdom, insight, and guidance, and it also undermines critical thinking. Consequently, the use of AI for any work in this class, other than simple spelling or grammar checks, will not be accepted. Students are encouraged to engage deeply with God's Spirit and exercise their God-given capacities for critical thought throughout practicum.

### **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](mailto:rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#). Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

### **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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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.

### **Library Support and Research Assistance**

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

### **Bibliography**

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

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*. 10<sup>th</sup> 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*. 10<sup>th</sup> edition. Boston, MA: Cengage Learning, 2022. ISBN: 9780357622797.

Professional Association of Christian Counsellors and Psychotherapists. “Code of Ethics” (2025).

Sanders, Randolph K. *Christian Counseling Ethics: A Handbook for Psychologists, Therapists, and Pastors*. 2<sup>nd</sup> 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.

Scazzero, Peter. *Emotionally Healthy Spirituality*. Updated edition. Grand Rapids, MI: Zondervan, 2017. ISBN: 9780310348498.

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.

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