



## Master of Counselling

### CAAP 6611 General Counselling Practicum COURSE OUTLINE

**Fall Session, 2020**

*Note: This syllabus, except for required textbooks, is subject to change until the first day of the course.*

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Dr. Greidanus is best contacted by email. Virtual meetings are scheduled by appointment and may occur face-to-face, via telephone, or videoconference.

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This course is administered through Moodle. <https://moodle.uleth.ca>

**Credit Hours:** 3.0  
**Contact Hours:** *Contact hours per week: 2-0-0*  
**Prerequisites:** *Admission to the cohort for which the course is being offered AND CAAP 6601 (CAP601) AND CAAP 6603 (CAP 603) AND CAAP6605 (CAP605) AND CAAP 6607 (CAP 607) AND CAAP 6613 (CAP 613) AND CAAP 6615 (CAP 615)*  
**Equivalents:** EDUC 5709  
**Grading:** Pass/Fail

### **CALENDAR DESCRIPTION**

Provides an opportunity for professional development and supervised practice in a general counselling setting. Students will be involved in direct work with clients under the supervision of a qualified professional.

## **COURSE OVERVIEW**

This course includes both face-to-face and online components. The face-to-face seminars provide the opportunity for further exploration of important counselling topics, group feedback of student work with clients, and for in-depth exploration of issues encountered in the specialized counselling practicum. The online component includes weekly online activities and discussion. Upon successful completion of this course, participants will be able to<sup>1</sup>:

1. Demonstrate the transfer of skills and knowledge acquired through prior courses to applied counselling settings; and
2. Effectively incorporate theory, skilled practice and applied experience into a personal counselling framework.
3. The specific objectives and goals of this course are to help increase the ability to:
  - a. demonstrate ability to establish and maintain a strong working alliance with a variety of clients.
  - b. demonstrate relevant assessment, interventions, termination, and evaluation procedures consistent with the Agency's standards and the standards for professional independent practice.
  - c. demonstrate sound clinical judgment that integrates knowledge of relevant laws and ethical competence.
  - d. document clinical work in a way that meets the standards of the counselling site and adheres to the Canadian Counselling and Psychotherapy Association Code of Ethics and the Canadian Code of Ethics for Psychologists.
  - e. recognize and be willing to address how personal feelings/issues (e.g., counter transference) may affect work with clients and hamper the counsellor's growth (personally and professionally). This includes knowledge of how one's cultural background influences the process of counselling.
  - f. conceptualize client struggles with an understanding of how individual and micro-macro system dynamics contribute to the onset and maintenance of presenting problems. This includes being attuned to the cultural dynamics of the situation.
  - g. conduct an efficient and comprehensive psychosocial history of the client and the presenting problem, while always maintaining strong working alliance skills and demonstrating cultural competence.
  - h. describe and demonstrate a range of clinical interventions for adults and/or youth.
  - i. effectively use self-directed and group learning to enhance counselling performance through the use of academic readings, videotape analysis, transcript analysis (if assigned), and case presentations/consultations.
  - j. identify the importance of self-care.
  - k. incorporate theory, skilled practice, and applied experience into a personal counselling framework.

## **PRACTICUM PLACEMENT GUIDELINES AND EXPECTATIONS**

See the *Faculty of Education Counselling Practicum Handbook*,  
<https://www.uleth.ca/education/practicum>.

## **ESSENTIAL RESOURCES**

For **Moodle**, <http://moodleanswers.com/> and <http://www.moodleanswers.com/index.php/information>  
For **general IT assistance**, <http://www.uleth.ca/information-technology/desktop/help>  
<http://www.uleth.ca/information-technology/resources/tips-tricks>  
<http://www.uleth.ca/information-technology/services>

<sup>1</sup> Objectives derived from the Counselling Practicum Handbook

## **REQUIRED READINGS/RESOURCE MATERIAL**

- Counselling Practicum Handbook: Graduate Programs in Education. Faculty of Education: University of Lethbridge.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author.
- Canadian Psychological Association. (2000). *Canadian code of ethics for psychologists* (3rd ed.). Ottawa, ON: Author.
- USB data-key that allows password protection or encryption to ensure privacy of client data.
- Video-camera/other recording equipment. You need to record at least one session per week to be reviewed with your supervisor. Ensure that any recorded client data is password protected.

*Additional required readings will be provided online.*

## **SEMINAR TOPICS AND COURSE SCHEDULE**

Seminar dates: October 28 – 31      Room: ZOOM      Time: 9:00 am - 4:00 pm

Online weekly expectations, seminar topics, and presentation schedule will be posted in Moodle.

## **COURSE EVALUATION**

This course is graded on a Pass/Fail basis. To earn a grade of a **Pass** students must meet the following expectations:

### **1. Practicum**

- Earn a pass at the final review as per the criteria outlined on the Practicum Evaluation form.
  - The final evaluation is due approximately **December 7** (you will be notified in Moodle if this date changes). The evaluation must be submitted via Moodle and an original signed copy given to the professor.
- Adhere to the practicum expectations and guidelines that are cited in the U of L practicum handbook, which include but are not limited to:
  - Meet the MINIMUM required number of hours for client face-to-face time and supervision hours.
- Submit regular practicum hour log sheets, signed by the practicum supervisor and approved by the instructor, via Moodle.
- Adhere to the CPA code of ethics and the Standards of Professional Conduct as outlined in the most recent edition of the University of Lethbridge Calendar, Faculty of Education section VI. Any violations of the code or the standards will likely result in dismal from the class and/or a failing course grade being awarded.
- Attend 100% of the “in-class” practicum seminars demonstrating active, professional, ethical, respectful participation.

### **2. Online Participation**

- Online participation refers to both the completion of weekly activities (including reflection journal entries) and active involvement in discussion forums and group activities when posted.
- The quality, quantity and timeliness of your online participation will be taken into account. Although there will be times when expectations are minimal, there will also be times when you are responding to particular questions. Such posts are to be thoughtful, well written and concise.
- Complete all assigned readings, tasks, and activities, including but not limited to:
  - A. Weekly reflection journal entries
  - B. Discussion forums

### C. Group Work

*As well, since the nature of this class commonly involves discussion and personal disclosure maintaining confidentiality is essential.*

### 3. Assignments

- *More detailed assessment overviews will be provided on Moodle for all assignments. Assignments not meeting the expectations outlined in the descriptions will not be returned to you for revision and resubmission until the criteria are met.*
- At the in-class seminar, you will present either a case presentation or a topics/intervention presentation (if you do not yet have a client suitable for presenting as a case discussion). Students are encouraged to choose a case presentation if possible.

#### A. Case Presentation/discussion facilitation (at the seminar, see schedule in Moodle)

Each student will conduct a case presentation during our face-to-face seminars. The time allotted for each case discussion is 1 hour, with presentations lasting approximately 30 minutes and discussion about 20 minutes (the exact timing within the 1 hour is flexible depending on the needs of the case). You will also create:

- (1) A 1-2 page handout of relevant information (i.e. anonymously presented client background, presenting issues, counselling objectives, etc.) or a PowerPoint presentation including the same information. If you choose to create a handout, you will collect and destroy all of the handouts at the end of the presentation, even though all identifying client information will have been omitted or obscured in the presentation.
- (2) A 1-2 page description of your theoretical approach, including: background, theory of problem/solution, key theoretical approaches, appropriate assessment techniques, and ethical considerations unique to this approach.

Grading will be based on the thoroughness of the case conceptualization and professionalism of the presentation, with particular attention paid to:

- (1) Clarity and conciseness of the background/introduction, including:
  - Description of the theoretical approach used with this client
  - Evaluation of the congruence between stated theory and application of counselling skills
- (2) Relevance and effectiveness of interventions that have been chosen and used;
- (3) Depth and accuracy of the analysis of the effectiveness of the interventions;
- (4) Clarity of the request for feedback;
- (5) Manner of responding to the feedback provided.

### OR //

#### B. Presentation: Topics/Interventions (at the seminar, see schedule in Moodle)

Each student will present on a special topic or intervention technique. If possible, choose an intervention tried or a topic relevant to placement and/or a specific client. Evaluation will be based on the following criteria:

- (1) Presentation
  - Identify learning objectives for the presentation/activity
  - Present a professional presentation of material related to the topic
- (2) Activity
  - Facilitate a learning activity, role play, demonstration, or group discussion to facilitate the learning objectives for the presentation.
- (3) Handout:

- To be shared with everyone in the class. This should include both a description of the topic/intervention and may also include a resource that may be used in client sessions (2-3 pages).
- (4) References:
- Provide a short discussion and references demonstrating the effectiveness of this technique, or the outcomes based research on the topic presented (2-3 pages)

**A. Reflection Paper** (due December 13, via moodle)

Write a 6 page (exclusive of title page) double-spaced critical reflection of your learning and to include an appendix which includes all of their weekly reflection journal posts. To complete this assignment, students are required to draw from and critically examine all of their weekly reflection journal entries.

**GRADING GUIDELINES**

| Numeric Value                                                                                                                   | Letter Grade | Grade Point |
|---------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|
| 97 – 100                                                                                                                        | A+           | 4.00        |
| 93 – 96                                                                                                                         | A            | 4.00        |
| 90 – 92                                                                                                                         | A-           | 3.70        |
| 87 – 89                                                                                                                         | B+           | 3.30        |
| 83 – 86                                                                                                                         | B            | 3.00        |
| 80 – 82                                                                                                                         | B-           | 2.70        |
| Note: Any course with a grade of less than B- cannot be considered for credit in a Faculty of Education master’s level program. |              |             |
| 77 – 79                                                                                                                         | C+           | 2.30        |
| 73 – 76                                                                                                                         | C            | 2.00        |
| 70 – 72                                                                                                                         | C-           | 1.70        |
| 67 – 69                                                                                                                         | D+           | 1.30        |
| 63 – 66                                                                                                                         | D            | 1.00        |
| <63                                                                                                                             | F            | 0.00        |

**STUDENT RIGHTS and EXPECTATIONS**

Students are expected to be familiar with the Academic Calendar <https://www.uleth.ca/ross/academic-calendar> including but not limited to: add/drop deadlines, Principals of Student Citizenship, Academic Regulations and Policies, and Standards of Professional Conduct. Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar. A few points are emphasized here:

- **If you have a disability, special learning needs, or a recent injury** that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

**Student conduct:** Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar ([www.uleth.ca/ross/academic-calendar/sgs](http://www.uleth.ca/ross/academic-calendar/sgs)). Additionally, in the Faculty of Education graduate programs, students are required to

adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

- ATA Code of Professional Conduct: <https://www.teachers.ab.ca/The-Teaching-Profession/ProfessionalConduct/Pages/default.aspx>
- Standards of Professional Conduct for Master of Education Students: <http://www.uleth.ca/education/programs-degrees/graduate-programs/current-grad-students/professional-conduct>
- College of Alberta Psychologists Standards of Practice: <http://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>
- Canadian Code of Ethics for Psychologists: <http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>
- Canadian Counselling and Psychotherapy Association Code of Ethics: <http://www.ccpa-accp.ca>

**Plagiarism is a form of intellectual dishonesty** in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction. However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position. The [APA website](#) offers information about the citation styles of the American Psychological Association. (*Excerpt from CAAP 6615: Dr. B. Shepard*). As outlined in the University calendar: "No student shall represent the words, ideas, images or data of another person as his or her own. This regulation will affect any academic assignment or other component of any course or program of study, whether the plagiarized material constitutes a part or the entirety of the work submitted."

## **COURSE POLICIES**

**Privacy and Confidentiality:** Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue. The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific. Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance. If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible. While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

**Learning responsibilities:** In order to be an active learner, you are responsible for reading and knowing the information in all assigned readings, even if not covered directly in class lectures.

This information may be included in quizzes/exams and/or is expected to be integrated into your assignments, as appropriate.

**Recording lectures:** Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

**Attendance:** Mandatory attendance at all weekly lessons is required, except in exceptional circumstances approved by the instructor. Should you be absent from a lesson, you are required to assume responsibility for catching up on all the material and information missed by contacting a fellow classmate. If you are going to be absent, please notify the instructor.

**Assignment assistance:** I want you to succeed in this course; therefore, I am happy to help answer any questions or concerns you have about assignments and/or class material. However, I am only able to help you if you come to me with your questions or concerns, so please come see me, as I am here to support you and your learning.

**Withdrawal from a course:** If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.