

University of
Lethbridge



FACULTY OF EDUCATION

Master of Counselling

CAAP 6611: General Counselling Practicum

CAAP 6611 OL & CAAP 6611 OLA

COURSE SYLLABUS

Authored and Delivered by Dawn McBride^{1 & 2}

Fall Term, 2016

PROFESSOR:

Dawn Lorraine McBride, M.Sc., Ph.D., Associate Professor in the Faculty of Education, Counsellor Education Program

- Registered Psychologist (Clinical)
- CAP Ethics Oral Examiner (active)
- CAP Supervisor for Provisional Psychologists (active)

DETAILS:

Term: Fall 2016

Credit Hours: 2.0

Face-to-Face Instruction: Four instructional seminar days held on campus (Wednesday to Saturday, mid-term in the semester).

Online Instruction: There will be four online lessons. Two lessons will be completed with the class, facilitated by the instructor. And, the remaining lessons will be completed independently.

Field Work: At least 150 hours over 13 weeks with a minimum of 26 hours of face-to-face supervision with an approved supervisor. *NOTE: These are the absolute minimum hours students need to obtain.*

Equivalent: CAAP 611, Education 5709

Prerequisite: CAAP courses: 6601, 6603, 6605, 6607, 6613, & 6615

Grading: Pass/Fail. However, the student must meet the minimal standard on each assignment to pass the course. In addition, to pass the course the student must attend 100% of the in-class seminar and receive a certain score (or higher) on the program's detailed practicum evaluation form completed by the field supervisor. Additional details are provided in this course syllabus and in the Moodle course website.

¹ ** I warmly invite **all** students to contact me to discuss the course, course assignments, review your career options, help you with your course planning, share with you some study tips, and so forth. I look forward to our contact.

² Permission is granted to instructors to use some/all of my course syllabus ideas/concepts. I ask that you give credit, in APA form, when borrowing my ideas. Thank you ☺

PROFESSOR'S CONTACT INFO:

E-mail: dawn.mcbride@uleth.ca (*THE BEST WAY TO REACH DAWN*)

University Phone: 403-317-2877 (*call anytime, 24/7; messages rec'd as email*)

Private Cell Phone: _____. Please no calls after 10:00pm.
If urgent, please call anytime.

University Fax Number: 403-329-2372 (not confidential; use a cover page)

Mailing Address: University of Lethbridge, 4401 University Drive, Faculty of Education, Lethbridge, Alberta, T1K 3M4, Canada.

Office Location: Turcotte Hall, TH 272 (east facing building, on route to Student Union Food Court, Level 2)

Office Hours: Available weekday/evenings & weekends using phone, Skype, video-conferencing and in person. Appointments are optional. *I welcome your contact* ☺.

Secretary: Margaret Beintema or Jean Mankee. **Phone:** 403-329-2732. **Office:** TH321 (west building). This is the location to drop off/pick up assignments.

My Response Time to Your Email or Phone Call – Two (2) Days, 48 hours: Please be advised that it may take me up to 48 hours to return your message, unless notified otherwise. If you have not heard from me within 48 hours, please resend your message, as I may not have received it. Further, given I teach online Wednesday to Saturday, I aim to take a day off from computer work on Sundays, and either Mondays or Tuesdays.

COURSE INTRODUCTION:

The U of L counselling program requires active participation by students in two extensive field-based experiences, preparing them to become reflective practitioners and helping them transition them from student to counsellor role. These two courses are CAAP 6611 and CAAP 6619. Practicum students are expected to function in a role similar to that of an employed counsellor, yet under the close supervision of an experienced and qualified supervisor.

One of the primary objectives of the counselling practicum is to provide an opportunity for the integration and application of all previous learning. In this manner, the student is expected to become adept at counselling skills, methods, and techniques; gain confidence as a developing professional; develop the ability to evaluate and test ideas related to the counselling process; and ultimately learn her/his strengths and limitations as a potential counsellor.

Practicum students are expected to expand and challenge their professional knowledge continually through the integration of the discussion forums, consultations, practicum experiences, and assignments. In addition, students should take the initiative to fill the gaps of their learning by engaging in library research, reading assessment/intervention books, attending case consultations/conferences/workshops, and observing a wide range of counselling sessions (live, library tapes of sessions, etc.).

CALENDAR COURSE 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 OBJECTIVES: ³

Upon successful completion of the two courses, participants will be able to:

- (a) demonstrate the transfer of skills and knowledge acquired through prior courses to applied counselling settings, and
- (b) effectively incorporate theory, skilled practice, and applied experience into a personal counselling framework.

The specific objectives/goals of the CAAP courses 6611 and 6619 are for students to:	<u>MAIN FOCUS</u> in 6611	<u>MAIN FOCUS</u> in 6619
1. At The Practicum Site: Demonstrate ability to establish and maintain a strong working alliance with a variety of clients.	X (heavily emphasized)	X
2. At The Practicum Site: Demonstrate relevant assessment, interventions, termination, and evaluation procedures consistent with the agency's standards and the standards for professional practice.	X	X (refined)
3. At The Practicum Site and during the course itself: Demonstrate a highly reflective, active ethical practice to all persons that fully adheres to the Principles and Standards outlined in the Canadian Psychological Association's code of ethics. This also includes using consent forms that are CPA sound, for all ages and modalities of counselling (e.g., individual, group, family)	X	X
4. At The Practicum Site: Document clinical work in a way that meets the standards of the counselling site and also adheres to the standards of CAP & the <i>Canadian Code of Ethics for Psychologists</i> .	X	X (refined)
5. At The Practicum Site: Recognize and be willing to address how personal feelings/issues (e.g., countertransference) 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.	X	X (refined)
6. Incorporate theory, skilled practice, and applied experience into a written personal counselling framework.	X	X

³ These objectives were created and/or modified by McBride (2008) which were later adopted into the U of L Graduate Studies & Research in Education: Counselling Practicum Handbook.

The specific objectives/goals of the CAAP courses 6611 and 6619 are for students to:	MAIN FOCUS in 6611	MAIN FOCUS in 6619
7. At The Practicum Site: 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 and psychosocial dynamics of the situation. [The specifics of the systems analysis will depend upon theoretical orientation of the agency/the student]	X (introduced)	X
8. 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. [The specifics of the assessment will depend upon theoretical orientation of the student and the requirements of the practicum site.]		X
9. Describe and demonstrate a range of clinical interventions for adults and/or youth that are implemented in an ethical manner.	X	X
10. Effectively use self-directed and group learning to enhance counselling performance through the use of academic readings, discussion forums, videotape analysis, transcript analysis (if assigned), and case presentations/ consultations.		X
11. Identify the importance of self-care, including awareness of the connection to burnout, vicarious traumatization, and countertransference.	X	X
12. In addition, in Professor McBride's practicum, students are to recognize the difference between content and process and to use process-based skills in their counselling sessions.		X

PRACTICUM GUIDELINES & EXPECTATIONS:



Extensive details about the practicum expectations are found in the U of L Graduate Studies & Research in Education: Counselling Practicum Handbook (please access the most current version online via the M.C. website).

It would be wise to put this document at the front of your practicum course binder. Your field supervisor may also want a copy of this document ~ feel free to share this handbook with whomever.

COURSE SCHEDULE:

It shall be posted in Moodle. Moodle opens September 1. All the required course documents will be loaded by day 1 of the course. However, there may be changes to the course syllabus since it may still be in its draft form. The final version, if needed, will be posted on day 1 of the course, in Moodle. In addition, the university gives permission for changes to the course syllabus, as noted by the following statement taken directly from section 9 of the University of Lethbridge university calendar:

The essential elements described in this published course outline will not be altered after the add/drop deadline. However, recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, provided that no student is disadvantaged by the change.

FACE-to-FACE SEMINAR:

The seminar is highly interactive and invites sharing of students' practicum experiences and filling in students' learning gaps in their quest to become ethical, competent, and congruent counsellors. The seminar activities range from experiential learning activities, sharing of resources, debriefing opportunities, practicing skills via role-play, guest speakers showcasing their work, and instructor-led professional development presentations (e.g., trauma, self-harm, ethical note-taking practices, grief work, family or couple therapy, somatic experiencing, EMDR, tapping, resource development, treating OCD, etc.). Each day there is a set schedule of learning tasks to complete. However, the schedule is often flexible and adaptable.

Students in any of Professor McBride's courses are never required to present recordings of clients. Informal discussions about clients and case reports about clients (with their full consent) can only occur if the student significantly modifies client information so the client's identity is completely safeguarded. Client privacy is of utmost importance in these seminars, and this ethical stance of protecting client's rights will be closely monitored.

Client Privacy Is A #1 Priority

As a U of L counselling practicum student, you are required to adhere to the CPA/CCPA standards associated by offering clients the highest degree of privacy possible (and informing them of their privacy rights). Examples of offering your clients utmost privacy:

- all client files are **faced down** on your desk when not in use
- all client files are put in a **locked cabinet** when you are not in the room
- clients **do not see the names** of other clients (e.g., be aware of what people can see when you make appointments; do not take your daytimer home if it contains clients' names)
- no information about a client is to be taken off the agency site
- no information about a client is debriefed with your family or friends
- do not talk about your clients in the agency staff room or in the agency's hallways – Please **CLOSE THE DOOR** whenever you talk about a client.
- clients are told in advance, by you, when you cannot keep their information private
- clients are informed, by you, of the risks and benefits of signing any counselling-related form. This discussion occurs before they sign the form.

READINGS & MATERIALS:

- McBride, D. (most current version). *University of Lethbridge Practicum Reading CoursePack for CAAP 6611-CAAP 6619*. A thick coursepack loaded with practical, useful counselling resources and articles addressing the developmental process of becoming an ethical, competent counsellor.
- Trotter-Mathison, M., Koch, J., Sanger, S., & Skovholt, T. (2010). *Voices from the field: Defining moments in counselor and therapist development*. New York, USA: Routledge.
- Sinclair, C., & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists* (3rd ed.). Ottawa: Canadian Psychological Association.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Video-camera (or ability to record via laptop). Ensure you can password protect or encrypt all recorded information. You need to record at least one full counselling session a week.
- Audio digital recorder. Ensure you can password protect or encrypt all recorded information. This is a handy, unobtrusive device to record all non-video taped sessions.
- USB stick with password protection/ encryption to ensure maximum client privacy. At no time can client material be taken off site. **NO EXCEPTIONS.**

Some of My Recommended Resources / Readings – many more will be identified during the course:

- Boylan, J., & Scott, J. (most current version). *Practicum & internship: Textbook and resource guide for counseling and psychotherapy*. New York: Routledge/Taylor & Francis.
- Brown, B. (2008). *I thought it was just me (but it isn't): Telling the truth about perfectionism, inadequacy and power*. Toronto, Ontario: Penguin Canada.
- Burns, D. (2006). *When panic attacks*. Random House: New York, NY.
- Child Therapy Tools – online store: childtherapytoys.com
- Knaus, W. J. (2012). *The cognitive behavioral workbook for depression: A step-by-step program*. Oakland, CA: New Harbinger.
- McBride, D. (most current, or your course version). *Ethics CAAP 6603 CoursePack – 2 vols.*
- Scott, M. (2009). *Simply effective CBT: A practitioner's guide*. New York, NY: Routledge.
- Wiger, D.E. (most current). *The clinical documentation sourcebook: The complete paperwork resource for your mental health practice* (3rd ed.). Hoboken, NJ: John Wiley
- OR** Zuckerman, E. (most current). *The paper office*. New York, NY: Guildford.
- Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: HarperCollins.

COURSE ASSIGNMENTS - in addition to the expectations and readings your practicum site requires you to complete, you need to complete the following tasks to earn a PASS in the course.

1. PRACTICUM: Successfully Pass the Practicum

This requires the student to:

- ❑ Earn a pass at the final review as per the criteria outlined on the Practicum Evaluation form.
- ❑ The final evaluation is due **December 19, 2016, by Noon**. The evaluation must be submitted via two methods:
 1. via Moodle in the appropriate folder.
 2. an original signed copy given to the professor BY MAIL by the above date.
- ❑ Adhere to the practicum expectations and guidelines that are cited in the U of L practicum handbook and in this course syllabus, which include but are not limited to:
 - Meet the MINIMUM required number of hours for direct client face-to-face time and indirect/direct supervision hours, all within the allotted time period of 13 weeks, or by another date agreed upon by the practicum site and the practicum university instructor.
 - Submit, as requested, 13 weekly detailed, fully completed required practicum hour log sheets, each signed by the field supervisor and approved by the instructor (i.e., 13 weeks that total at least 150 hours plus one orientation week log). Additional details are in the practicum handbook.
 - Signed log sheets are due every Saturday by 6:00 p.m. MST, starting the first Saturday of the first week of classes. Submit log sheets even if you have not seen clients and just have MISC hours recorded. Once I am confident that you are well on your way with coding, obtaining weekly hours, and the practicum is going well, I will notify you when you no longer have to submit the sheets weekly. Instead, you will submit all your supervised log sheets at the end of the term.
 - 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 dismissal from the class and/or a failing course grade being awarded.
- ❑ Attend, on time and stay for the complete duration, the entire seminar while demonstrating active, professional, ethical, respectful participation (e.g., come prepared, engage in the discussions, participate in the learning activities, present your assignments that meet high quality standards, and be respectful toward the instructor and others, etc.). As Corinne Borbridge noted in her CAAP 6619 2008 syllabus, ***“The professionalism you bring to the seminars should be of the high standard you would bring to a paid employment setting as a counsellor”***.

The student is not eligible to receive credit for attendance at the seminar if (i.e., means a failure): Student participation does not meet expectations (as described above), travel complications occur that delay seminar attendance, and/or some type of illness/emergency prevents the student from attending some or all of the practicum seminar.

2. ONLINE LEARNING OPPORTUNITIES

There will be four *applied focused* online lessons (e.g., developmental stages of supervisees, how to start a first session, risk assessments, addressing family violence). Forums will also be a place where students will be invited to reflect on their practicum and supervisee experiences) and debrief the required book, *Voices from the field: Defining moments in counselor and therapist development* by Trotter-Mathison, et al. (2010). Two lessons will be completed with the class, facilitated by the instructor. And, two lessons will be completed independently at a time convenient to each student. Forum participation expectations are outlined in Moodle.

3. INTERVENTIONS: Show and Tell

At the Fall seminar, each student is asked to present a meaningful *show and tell* intervention which has not been taught or shown to you before in your Master's degree. A handout describing the intervention is required. The resource can be for any age, any presenting issue, any client configuration (couples, group, individual, play therapy), and from any counselling modality. Samples of resources could be a therapy game, an intervention for specific presenting problem, a useful assessment tool, or a set of resources from a webpage.

Deadline: Day 1 of the Fall term seminar

Submission Details:

- Length of presentation: 10-15 minutes. It is an informal presentation. Please bring the resource with you.
- To pass this activity, the intervention and the handout have to meet the identified criteria.
- Please create a 1-2-page resource handout that briefly:
 - describes your show and tell item(s) addressing the **“WHY” – why is this resource SO SO GOOD?**
 - offers ideas and options to use this resource that take into account age, presenting issue, and issues of diversity
 - lists at least 4 good process and/or debrief questions to milk the power of the resource. Please create your debriefing questions drawing from the SIBAM model. E.g., <http://matthewgardnercounselling.blogspot.ca/2011/09/therapy-thursday-glorious-sibam-model.html>
- Other directions:
 - The format of the handout is open. However, please include your full name, the resource's APA reference, and, if relevant, where to purchase it and for how much. Title page is not required.
 - Remember: Select a resource that has not been addressed in any of your past Master level courses.
 - Please post your handout in Moodle under “intervention” by the last day of the Fall seminar, as a way to help your peers (in both sections) create an e-library of interventions.
 - Please bring enough copies of this resource handout for everyone in the seminar including the instructor. If possible, please hole punch, staple and copy the handout back-to-back.

4. SEMINAR: Facilitate a Counselling Session with a New Client

To practice and refine student's skills in starting and facilitating a first counselling session, students will record themselves facilitating a 60-minute, first session with a client (fictitious client). From this work, students will edit the video to create a 30-minute recording to be shown at the seminar for discussion and feedback purposes. Students will receive feedback on their first session counselling skills using a modified reflecting team approach.

A set of counsellor competencies must be demonstrated in the edited recording. These competencies are posted in Moodle, under course details.

Students are strongly encouraged to practice with fictitious clients before starting the recording - practice sessions are a great investment in helping you prepare for this assignment and to help you refine your skills when meeting *real* clients for their first session. In addition, students are invited to share this assignment (details, recording, outcome) with their on-site supervisor.

Mastery Assignment: Prior to presenting your edited recording for audience viewing and for grading, you can re-tape as often as you like to reach the minimum expected level of a **B+** **standard** (that is, obtained a 87-89% level of competency in facilitating a first session).

GRADING GRID USED IN THIS COURSE:

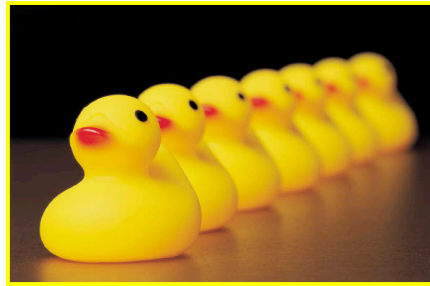
This course is graded as a pass/fail. A pass, in this course, is defined as earning at least a B+ on each assignment. A B+ is defined on the marking grid below. A grading example: In this course, if a student earns a PASS on the practicum evaluation and earns an A for the written assignments **but** receives a C+ for forum participation, the student has earned the grade of a FAIL for the practicum course. Consequently, the student will NOT be eligible to receive credit for this course.

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

- APPENDIX A -

ASSIGNMENT SUBMISSION & STUDENT CONDUCT EXPECTATIONS IN ALL OF PROFESSOR DAWN'S CLASSES ⁴



To Create a Healthy, Thriving, and Respectful Teaching Environment → the following pages stipulate Professor Dawn's expectations regarding a host of topics including:

- format of assignments sent via email to Prof. Dawn*
- format for assignments including the title pages*
- late assignments: penalty & extensions*
- APA expectations*
- failed Internet connection when an assignment is due ☹*
- if you have a learning disability*

⁴ *Permission is granted to instructors to use some/all of my listed expectations. I just ask that you give credit, in APA form, when borrowing my ideas. Thank you ☺*

Other Need to Know Questions:

Excerpt * For a copy of the full appendix A, please contact Professor Dawn McBride

Are You A Student with A Disability? If you have a disability or a recent injury that requires academic accommodation, please follow the procedures outlined in the university calendar. You are encouraged to contact the Counselling Services or Students with Disabilities Resource Centre at 403-329-2766 for guidance and assistance. I will help you however I can.

My library skills are a bit rusty, do you have any resources you to recommend?

- An useful library guide for counselling students, thanks to our librarian Paula Cardozo: <http://libguides.uleth.ca/c.php?g=520227>
- For a full list of helpful guides for library users, see: <http://www.uleth.ca/lib/>

My Internet Connection Failed – may I get an extension? No. Given there are many locations to secure an Internet connection, you must still submit assignments on time, participate in the discussion forums, etc. So, please FIND a way to connect to the Internet. For example, go to an Internet café or a library. Please feel free to keep me posted via phone on your progress finding an Internet connection ☺.

Are you running into questions/challenges with technology?

FOR MOODLE HELP	FOR GENERAL IT HELP
http://moodleanswers.com/ http://www.moodleanswers.com/index.php/information	http://www.uleth.ca/information-technology/desktop/help http://www.uleth.ca/information-technology/resources/tips-tricks http://www.uleth.ca/information-technology/services

What is my access to the course – if I withdraw or fail? If you indicate in writing (email) to the instructor that you are withdrawing from the course, your access to the online course will be removed as soon as possible (e.g., within the day). Withdrawing formally from the course requires you to contact the graduate office (Faculty of Education) so you can complete the required paperwork. In addition, if you earn two B- grades (or lower) in the DF weeks your access to the course will be terminated as soon as possible IF your course includes a Summer Institute (SI) component since earning two B- grades means you are ineligible to attend the SI.

Any other questions? Please ask me. Questions are welcome!