

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	FALL, 2025
Course Title	PRE-INTERNSHIP COUNSELLING SKILLS LAB I
Course Code	COUN 0601 2S
Date	From September 10, 2025 to December 10, 2025 Every Wednesday
Time	From 11:15 AM to 2:05 PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Wednesdays from 11:15 am to 2:05 pm.
Instructor	AVA OLESON, DMin, M.S., LMFT
Contact Information	Email: aoleson@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2270
Office Hours	After class meetup or by appointment.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

An on-site weekly three-hour training intensive focusing on the learning and development of counselling skills through lecture, video, and role-playing experiences.

Prerequisites: COUN 0574 and COUN 0677. Prerequisite (Clinical Track only): COUN 0674. Pre- or Corequisite (Clinical Track only): COUN 0772. COUN majors only or with permission of Counselling Department. Students must take Skills Lab I and II consecutively in the same academic year.

Please be aware that one pre-internship seminar is required in each semester of the Labs (1/2 day on a Friday and 1 day on Saturday). These seminars are \$100.00 each and cover CRPO requirements for interns and application details for RP Qualifying. Attendance is mandatory. The link to register for these seminars is provided on the course page.

SAVE THE DATES:

Fall 2025 Skills Lab I Seminar:

- Friday, October 31, 2025, from 9:00 AM to 12:00 PM
- Saturday, November 1, 2025, from 9:00 AM to 4:00 PM

Winter 2026 Skills Lab II Seminar:

- Friday, January 23, 2026, from 9:00 AM to 12:00 PM
- Saturday, January 24, 2026, from 9:00 AM to 4:00 PM

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Demonstrate competence in using 24 micro-skills related to the counselling process.
2. Demonstrate skill in integrating the micro-skills into the counselling process.
3. Demonstrate beginning competence in effective and appropriate use of self in the therapist role.
4. Demonstrate beginning competence with common counselling issues.
5. Demonstrate beginning competence in integrating counselling skills with therapeutic orientations.
6. Demonstrate ability to manage an intake counselling session by identifying client. concerns, exploring client context, applying an appropriate therapeutic orientation to the client situation and mutually setting goals with the client for future work.
7. Demonstrate in the second semester beginning competence in applying appropriate and effective interventions from a selected therapy model to move the client toward goals.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Ivey, A. and Ivey, M, Zalaquett, C. (2018). *Intentional interviewing and counselling: Facilitating client development in a multicultural society* (9th ed.). Pacific Grove, CA: Brooks/Cole.
ISBN- 978-1-305-86578-5

REQUIRED ASSESSMENT TOOLS

Myers-Briggs Type Indicator – available on-line on <https://www.mbtionline.com/en-US/Products/For-you> at \$59.95USD. Detailed instructions for purchasing the instrument and completing this assignment are posted on the course page. To be turned in on the course page at classes.tyndale.ca, **Due: September 17.**

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Weekly Homework - 0% of final grade:

Homework is assigned weekly to aid students (see course schedule) in preparing for class participation and skill acquisition. Students are not required to turn in these assignments.

2. Assessment Instruments (Detailed instructions are provided on the course page.)

Myers Briggs (MBTI) Self-Assessment assignment - Due September 17

3. Notebook: Personal Reflection Notebook.

Template and instructions for this assignment are posted on the course page. Due October 8.

(Note: To be turned in on class page at [classes.tyndale.ca](#). 0% of final grade.) This assignment is related to learning outcome #3.

4. First Demonstration of Skills Recording, Transcript and Paper: Due November 5; 35% of final grade.

(Note: The transcript and paper and the link to the recording should be turned in on the class page on [classes.tyndale.ca](#).) This assignment is related to learning outcomes: #1, 2, 3, 4, 6.

At a midpoint in the semester, the student will record a 10-to-12-minute interview using a fellow student as “client” and provide a recording and a verbatim transcript of this interview. The student will also write a 3-to-4-page paper evaluating the interview and identifying areas for improvement. This assignment is meant to provide feedback at mid-semester to the student regarding skill mastery in this class. The grade will be based on the following:

- Clarity, smoothness, and professionalism of language which includes effective transitions and explanations.
- Appropriate use of micro-skills in the interview process
- Sense of direction resulting in the setting of appropriate goals
- Appropriate expression of empathy, positive regard, and warmth which includes absence of obvious bias, judgments, and leading questions.

5. Final Demonstration of Skills Recording, Transcript, Rewritten Transcript, and Self-reflection Paper: Due December. 10; 55% of final grade.

The two transcripts, paper, and link to recording should be submitted on the class page on classes.tyndale.ca. The student will be expected to:

- a) Record a 12-minute interview with a “client” (a fellow classmate in role-play);
- b) Produce a recording and verbatim written transcript of the interview.
- c) Analyze the interview for effective use of various skills.
- d) Rewrite the interview, replacing poor usage of the skills with appropriate usage.
- e) The student is then to write a 2-to-3-page reflection paper on the development and progress made this semester on use of counselling skills.

This assignment is related to learning outcomes: #1, 2, 3, 4, 6.

Scoring of transcripts will be related to the student’s ability over 4 areas:

- Clarity, smoothness, and professionalism of language which includes effective transitions and explanations.
- Appropriate use of micro-skills in the interview process
- Sense of direction resulting in the setting of appropriate goals
- Appropriate expression of empathy, positive regard, and warmth which includes absence of obvious bias, judgments, and leading questions.

6. Small Group Work: 10% final grade

[Small group participation will be done via Zoom with invitations coming biweekly from the TA’s]

- Small group role-plays with students working as therapists and client are evaluated weekly.
- Each student is expected to practice the roles of counsellor and client in the small group practice sessions to ensure skill acquisition and development.
- The student is responsible for reviewing the recording at home.
- Care for confidentiality must be taken of any sensitive materials on these recordings.
- Each week the student will also observe other students practicing skills and will give feedback.
- This feedback may be added to other “self-awareness” information accumulated by each student throughout the year and can be used to prepare the “*final reflection paper*”.
- TA’s supervising these small groups will record a weekly rating (1-10) for each student that will be averaged at the end of the semester to give each student points for the quality of their small group work.

This assignment is related to learning outcomes: 1-partly, 2, 3, 4, 6-partly.

7. Required Seminars at Wellness Centre

As noted earlier in the syllabus, The Wellness Centre has set **October 31 from 9 to 12 pm and November 1 from 9 to 4pm** for the “Fall” Seminar. The cost is \$100 and the seminar is required. The seminars are part of what the CRPO expects and essential for successful internships as well as for registration for the CRPO. The link to register for these seminars is provided on the course page.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
4. First Demonstration of skills, recording, transcript	Nov 5	35%
5. Final Demonstration of skills recording, transcript, etc.	Dec 10	55%
6. Weekly Small Group Work		10%
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

SESSIONS	ASSIGNMENTS
Session 1: September 10 Introduction to course MBTI/Self Reflection Notebook Intentional Interviewing and counselling Use of self in counselling	Read: Ivey Chapters 1 & 2 Giving feedback to self and others (class page) Eight Reasons to celebrate mistakes (class page) MBTI Assessment & instructions (class page)
Session 2: September 17 Record 10-minute interview Attending behaviour	Recording device Read: Ivey, Chapter 3 Practice Exercises: p 77-78 3.1 and 3.2 Due: MBTI Assignment
Session 3: September 24 Encouragers, Paraphrasing, Summarizing	Read: Ivey, Chapter 6 Practice exercises, p149-150: 6.1 & 6.2
Session 4: October 1 Questions Transitions	Read Ivey, Chapter 5 Practice exercises, p126-127: 5.1 – 5.3

Session 5: October 8 The Interview process Observation skills Goal setting	Read: Ivey Chapter 4 Practice Exercises p.102 – 103, 4.2 & 4.3 Due: Notebook - Self-Assessment and Self Reflection Notebook DCT due next week
Session 6: October 15 Emotions Reflection of feelings DCT (brief assessment – not turned in) Depression/Suicidal ideation	Read: Ivey Chapter 7 Download <i>Feelings</i> worksheet on class page Practice exercises p173, 7.1 – 7.3 Due: DCT taken and scored: Be prepared to briefly discuss DCT results
October 21-24	Reading Days – NO CLASS
Session 7: October 29 Integrating listening skills Record for first Transcript	Read: Ivey, Chapter 8 Download and peruse: Instructions for 1 st Transcript, and Partners for 1 st graded transcript.
Session 8: November 5 Goal Setting Empathy	Reread: Ivey, Chapter 3, pp 66-77 Practice exercises: pp 81-82 (all) Due: First Transcript and Paper
Session 9: November 12 Confrontation	Read: Ivey Chapter 10 Practice exercises pp 248-250, 10.1 – 10.4.
Session 10: November 19 Reflection of meaning	Read: Ivey, Chapter 11 Practice exercises pp 276-277: 11.1 – 11.3
Session 11: November 26 Focusing the interview	Read: Ivey Chapter 9 Practice exercises p 223, 9.1
Session 12: December 3 RECORD for Final	Download and peruse Instructions for final paper and partners for final exam
Finals Week	DUE: Final transcript, rewrite and paper. December 10 at 11:59 pm

V. SELECTED BIBLIOGRAPHY

Supplemental resource material will be posted on the course page.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism

(including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or

prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).