

*“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.”*

<b>Course</b>	<b>PRE-INTERNSHIP COUNSELLING SKILLS LAB I</b> COUN 0601 (1P)
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 11 – DECEMBER 8, 2023 IN PERSON ONLY
<b>Instructor</b>	<b>LYNDSAY THOMPSON, MDiv, RP</b> Email: <a href="mailto:lthompson@tyndale.ca">lthompson@tyndale.ca</a>
<b>Class Information</b>	The classes will be in-person Wednesday’s from 11:15 AM – 2:05 PM.  Office Hours: In-person or online by appointment
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . 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 instructor*

**Students must take Skills Lab I and II consecutively in the same academic year.**

Please be aware that a 1.5-day seminar (half day Friday, all day Saturday) in EACH semester and will be required. Each seminar is \$100.00 and attendance is MANDATORY. Details to be provided.

## 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* (9<sup>th</sup> ed.). Pacific Grove, CA: Cengage Learning. ISBN: 978-1-305-86578-5 or ISBN: 978-1-337-27776-1

***The above textbook is available through Cornerstone Bookshop***

#### Required Assessment Instruments:

1. Kolb Learning Style Inventory (Version 3.1) – available for purchase from:  
<https://store.kornferry.com/stores/kornferry/en/category/ef431283-ff8a-4579-a893-88e74c8c9f0b> (\$35 USD)
2. Myers-Briggs Type Indicator – available on-line <https://www.mbtionline.com/en-US/Products/For-you> (\$49.95USD)

#### Other Requirements:

3. Students **are required** to review practice sessions after each class.

#### B. 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](http://classes.tyndale.ca).

## **C. ASSIGNMENTS AND GRADING**

### **1. Weekly Homework: 0% of final grade**

Homework is assigned weekly to aid students in preparing for class participation and skill acquisition. While there is no grade for this, completing homework assignments and reviewing weekly recordings is highly recommend and directly correlates to improvement of counselling skills and competence.

*This assignment is related to learning outcomes #'s: 1-partly, 3, 4, 6.*

### **2. Self-Assessment and Personal Reflection work sheets: Due October 11; 0% of final grade**

Self-Awareness and SEUS (Safe and Effective Use of Self) are critical to ethical and effective counselling. Students are required to complete the Kolb Learning Style, Myers-Briggs and DCT assessments. Upon completion, each student will fill out a Self-Awareness and Personal Reflection Notebook (posted on course page). This notebook will be referred to throughout the semester and will be incorporated into the reflection papers due at mid and end of term.

*This assignment is related to learning outcomes #: 3.*

### **3. First Demonstration of Skills, Recording, Transcript and Paper: Due Nov. 8th; 35% of final grade.**

At a midpoint in the semester, the student will record a 10-to-12-minute interview (first session) using a fellow student as “client”. The student will provide a recording and a verbatim transcript of this interview. In addition to this, student will also write a 3-to-4-page paper evaluating the interview and identifying areas for improvement as well as reflecting on the SEUS questions answered in the Self-Awareness notebook. A detailed document outlining the format of this assignment will be posted on the class page. This assignment is meant to provide feedback at mid-semester to the student regarding skill mastery in this class as well as growth in the areas of self-awareness and SEUS. Grades will be based on smoothness and clarity of language, correct use of micro skills, as well as appropriate use of empathy and avoidance of bias and judgment.

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

#### **4. Final Demonstration of Skills Tape, Transcript, Rewritten Transcript, and Self-reflection Paper: Due Dec. 13th; 55% of final grade.**

The student will be expected to record a 10-to-12-minute interview with a “client” (a fellow classmate in role-play), produce a recording and verbatim written transcript of the interview, analyze the interview for effective use of various skills, and rewrite the interview, replacing poor usage of the skills with appropriate usage. 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, as well as reviewing self-awareness goals highlighted in the workbook at the beginning of the semester. Scoring of transcripts will be related to the student’s ability over 5 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 and goals
  - Appropriate expression of empathy, positive regard, and warmth which includes absence of obvious bias, judgments and leading questions
- A document outlining the format of this assignment will be distributed in class.

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

#### **5. Small Group Work: 10% of final grade: Due weekly as per attendance record**

Small group role plays as therapist and client is evaluated weekly. Each student is expected to practice the roles of counsellor and client in the small group practice sessions weekly or as often as possible to ensure skill acquisition and development. The student is responsible for bringing a recording device to class and reviewing that recording at home. Care must be taken of any sensitive materials on these tapes. 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 #'s: 1-partly, 2, 3, 4, 6-partly.*

#### **D. 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.

## E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

First Demonstration (recording, transcript and reflection)	35 %
Final Demonstration (recording, transcript, re-write and reflection)	55 %
Weekly Small Group Work	10 %
Total Grade	100 %

## F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

### 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.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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.

### 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 ([aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

## G. 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.

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week	Lecture Topic	Reading	Assignment Due
<b>Week 1</b> <b>Sept 13</b>	Introduction to course Introduction to Self-Awareness and SEUS Introduction to Counselling and Intentional Interviewing	Ivey and Ivey: Ch. 1-2	
<b>Week 2</b> <b>Sept 20</b>	<b>Skill: Attending Behavior and Intro to Empathy</b> <ul style="list-style-type: none"> <li>• In class demos</li> <li>• Small group practice</li> </ul>	Ivey and Ivey: Ch. 3, 8	
<b>Week 3</b> <b>Sept 27</b>	<b>Skill: Encouragers, Paraphrasing, Summarizing</b> <ul style="list-style-type: none"> <li>• In Class Demo</li> <li>• Small group practice session</li> </ul>	Ivey and Ivey: Ch. 6	

<b>Week 4</b> <b>Oct 4</b>	<b>Skill: Questions and Transitions</b> <ul style="list-style-type: none"> <li>In class demo</li> <li>Small group practice session</li> </ul>	Ivey and Ivey: Ch. 4	
<b>Week 5</b> <b>Oct 11</b>	<b>Skill: Emotions and Reflection of Feeling</b> <ul style="list-style-type: none"> <li>In class demo</li> </ul> Small group practice session	Ivey and Ivey: Ch. 6	Self-Awareness Notebook and Reflection Due
<b>Week 6</b> <b>Oct 18</b>	<b>Skill: The interview process, Observation skills, Goal setting</b> <ul style="list-style-type: none"> <li>In class demo</li> <li>Small group practice session</li> </ul>	Ivey and Ivey: Ch. 5	<b>ONLINE CLASS</b>
<b>Week 7</b> <b>Oct 25</b>	<b>READING WEEK</b>		
<b>Week 8</b> <b>Nov 1</b>	<b>Record Mid-Term Skills Tape</b>		
<b>Week 9</b> <b>Nov 8</b>	<b>Skill: Empathy</b> <ul style="list-style-type: none"> <li>In class demos</li> <li>Small group practice</li> </ul>	Ivey and Ivey: Ch. 8	Mid-Term skills tape, transcript and reflection paper Due
<b>Week 10</b> <b>Nov 15</b>	<b>Skill: Confrontation</b> <ul style="list-style-type: none"> <li>In class demo</li> <li>Small group practice session</li> </ul>	Ivey and Ivey: Ch. 9	<b>ONLINE CLASS</b>
<b>Week 11</b> <b>Nov 22</b>	<b>Skill: Reflection of Meaning</b> <ul style="list-style-type: none"> <li>In class demo</li> <li>Small group practice</li> </ul>	Ivey and Ivey: Ch. 11	

<b>Week 12</b>  <b>Nov 29</b>	<b>Skill: Focusing the interview</b> <ul style="list-style-type: none"> <li>• In class demo</li> <li>• Small Group Practice</li> </ul>	Ivey and Ivey: Ch. 10	
<b>Week 13</b>  <b>Dec 6</b>	<b>RECORD FINAL TEST</b>		
<b>Dec 13</b>	Final Skills Recording, Transcript, Re-Write and Reflection Due No assignments accepted <b>after 5pm on Dec 15th</b>		

**V. SELECTED BIBLIOGRAPHY**

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