

*“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>Semester, Year</b>	<b>FALL, 2025</b>
<b>Course Title</b>	<b>PRE-INTERNSHIP COUNSELLING SKILLS LAB I</b>
<b>Course Code</b>	<b>COUN 0601 1P</b>
<b>Date</b>	From September 8, 2025 to December 5, 2025 <b>Every Wednesday</b>
<b>Time</b>	From 11:15am to 2:05pm
<b>Delivery Format</b>	IN-PERSON ONLY
<b>Class information</b>	The classes will be IN-PERSON on Wednesdays from 11:15am to 2:05pm.
<b>Instructor</b>	<b>LYNDSAY THOMPSON, DMin, RP</b> Email: lthompson@tyndale.ca
<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://tyndale.ca">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 will have an additional fee 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

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Kolb Learning Style Inventory (Version 3.1) – available for purchase from:

<https://experientiallearninginstitute.org/product/kolb-experiential-learning-profile-kelp-individual-purchase/> (\$35)

Myers-Briggs Type Indicator – available on-line on <https://www.mbtionline.com/en-US/Products/For-you> at \$59.95USD.

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

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 may be assigned 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 8, 2025; 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 Reflection: Recording: Oct. 29, 2025 IN CLASS; Transcript and Reflection Due: Nov. 5, 2025; 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 submit a copy of the recording and a verbatim transcript. In addition to this, the student will write a 3-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 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, Recording, Transcript, Rewritten Transcript, and Self-reflection Paper: Recording: Dec. 3, 2025 IN CLASS; Transcripts and Reflection: Due Dec. 10, 2025; 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. The student will then analyze the interview for effective use of various skills, and rewrite the interview, replacing poor usage of the skills with appropriate usage. A detailed outline of the format for this will be posted on the course page. The student is then to write a 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. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

<b>Assignment</b>	<b>Due</b>	<b>%</b>
3. First Demonstration (recording, transcript and reflection)	Recording: Oct. 29 Transcript and Reflection: Nov. 5	35 %
4. Final Demonstration (recording, transcript, re-write and reflection)	Recording: Dec. 3 Transcripts and Reflection: Dec. 10	55 %
5. Weekly Small Group Work	Weekly	10 %
<b>Total Grade</b>		<b>100 %</b>

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

<b>Week</b>	<b>Lecture Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
<b>Week 1</b>  <b>Sept 10</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 17</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 24</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 1</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 8</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 15</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>Week 7</b> <b>Oct 22</b>	<b>READING WEEK</b>		
<b>Week 8</b> <b>Oct 29</b>	<b>Record Mid-Term Skills Tape</b>		
<b>Week 9</b> <b>Nov 5</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 12</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>Week 11</b> <b>Nov 19</b>	<b>Skill: Reflection of Meaning, Online Therapy Skills</b> <ul style="list-style-type: none"> <li>• In class demo</li> <li>• Small group practice</li> </ul>	Ivey and Ivey: Ch. 11	<b>ONLINE CLASS</b>
<b>Week 12</b> <b>Nov 26</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 3</b>	<b>RECORD FINAL TEST</b>		
<b>Dec 10</b>	Final Skills Recording, Transcript, Re-Write and Reflection Due No assignments accepted <b>after 5pm on Dec 18th</b>		

## V. SELECTED BIBLIOGRAPHY

See course resource page on Moodle at [classes.tyndale.ca](https://classes.tyndale.ca).

## 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](https://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](https://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](https://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](https://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](mailto: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](https://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).