



# FACULTY OF EDUCATION

## Master of Counselling

### ***CAAP 6619: Advanced Counselling Practicum***

### ***CAAP 6619 OL & CAAP 6619 OLA***

## COURSE SYLLABUS

*Authored and Delivered by Dawn McBride <sup>1 & 2</sup>*

*Spring (winter) 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:** Spring(winter)

**Credit Hours:** 3.0

**Face-to-Face Instruction:** Intense instructional (seminar days, Wednesday to Saturday held late in January/early February).

**Online Instruction:** Online lessons using the online platform Moodle. Each lesson requires a full completion of a series of independent/peer study tasks & active participation in a series of graded, instructor facilitated, discussion forums.

**Field Work:** At least 150 hours over 13 weeks with 26 hours of face-to-face supervision. NOTE: *These are the absolute minimum hours.*

**Equivalent:** CAAP 619, Education 5711

**Prerequisite:** CAAP 6613, CAAP 6615

**Corequisite:** CAAP 6611

**Grading:** Pass/Fail. However, **each** course assignment **must** obtain a minimal standard of a B+ to pass this 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.

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<sup>1</sup> \*\* I warmly invite **all** students to contact me to discuss the course, course assignments, to review your career options, help you with your course planning, share with you some study tips, etc. I look forward to our contact.

<sup>2</sup> 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](mailto: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:** \_\_\_\_\_. Ideally call anytime on the weekends and after 6:00pm Mon-Fri. 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 building; the new building faces west)

**Office Hours:** Available weekday/evenings & weekends using phone, msn, video-conferencing & 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.

**Alert to My Response Time – 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 try to take a day off from computer work on Sundays, and either Mondays or Tuesdays.

## COURSE INTRODUCTION:

There are two courses in the *Master of Counselling* program that require a practicum. This course is the M.C. program's required final practicum. Overall, 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 in CAAP 6619 are expected to continually expand and challenge their professional knowledge 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.).

## COURSE DESCRIPTION:

Provides an opportunity for professional development and supervised practice in a specialized counselling setting. Students will be involved in direct work with clients under the supervision of a qualified professional. The practicum allows students to actively explore issues encountered in working with a specialized client population or area of practice.

## COURSE OBJECTIVES:<sup>3</sup>

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.

<b>The specific objectives/goals of the CAAP courses 6611 and 6619 are for students to:</b>		<b><u>MAIN FOCUS</u> in 6611</b>	<b><u>MAIN FOCUS</u> in 6619</b>
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 Canadian Code of Ethics for Psychologists.	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)

<sup>3</sup> 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 (original version, 2010; most current August 2012).

<b>The specific objectives/goals of the CAAP courses 6611 and 6619 are for students to:</b>	<b>MAIN FOCUS in 6611</b>	<b>MAIN FOCUS in 6619</b>
6. 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
7. 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	X (refined)
8. Describe and demonstrate a range of clinical interventions for adults and/or youth that are implemented in an ethical manner.	X	X
9. 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	X (refined)
10. Identify the importance of self-care, including awareness of the connection to burnout, vicarious traumatization, and countertransference.	X	X
11. Incorporate theory, skilled practice and applied experience into a written personal counselling framework.		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 (original version, 2010; please access the most current version online via the M.C. website).

## COURSE SCHEDULE and FACE-TO-FACE SEMINAR:

It shall be posted in Moodle.

## READINGS:

### Required:

- ☐ McBride, D. (2013-2015). *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.
- ☐ Sinclair, C., & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists* (3rd ed.). Ottawa: Canadian Psychological Association.

### Required Resource Material:

- ☐ American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- ☐ USB stick that allows password protection or encryption to ensure maximum privacy of all client data (e.g., recorded sessions). At no time can client material be taken off site. **NO EXCEPTIONS.**
- ☐ 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 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.

**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.
- ☐ Child Therapy Tools – online store: [childtherapytoys.com](http://childtherapytoys.com)
- ☐ Cormier, S., & Nurius, P. (most current). *Interviewing and change strategies for helpers*. Toronto, Ontario: Brooks/Cole.
- ☐ McBride, D. (most current). *Ethics CAAP 6603 CoursePack – 2 volumes*.
- ☐ 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* (3<sup>rd</sup> 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.

## **Client Privacy Is A #1 Priority**

As a U of L counselling practicum student, you are required to adhere to the CPA standards associated with offering clients the highest degree of privacy possible (in addition to 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., your daytimer of client appointments is kept private)
- clients are told in advance, by you, when you cannot keep their information private (who will learn of their attendance for counselling, when you cannot honour their privacy due to legal requirements, etc.)
- clients are informed, by you, of the risks and benefits of signing any counselling related form. This discussion occurs before they sign the form.
- no information about a client is to be taken off the agency site
- no information about a client is “debriefed” with family or friends
- do not talk about your clients in the agency staff room or in the hallways

## **COURSE ASSIGNMENTS** - in addition to the expectations and readings your practicum site requires you to complete:

### **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 most likely due **April 15, 2016** (*the date will be announced in March when the Dean's office notifies me when grades are due*). The evaluation must be submitted via two methods: 1. via Moodle, and 2. 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 and in this course syllabus, which includes but 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 every week, via Moodle, unless otherwise informed, by 11:55pm every Sunday starting in the first week in January.
  - 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 100% of the in-class practicum seminars demonstrating active, professional, ethical, respectful participation (e.g., come prepared, engage in the discussions, participate in the learning activities, present your assignments that meets high quality standards, and be respectful to 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 (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: Complete online lesson tasks & actively participate in the discussion forums**

- Forums, in both practicum courses, will ask students to reflect on their practicum and supervisee experiences, including their developmental process as a supervisee. In addition, students will be asked to actively apply and debrief various counselling concepts.
- The forum schedule will be posted in Moodle. Please note that all practicum courses have mandatory online attendance. There is NO skip week. Some weeks may not have required discussion forum time due to swapping online study for partner case consultation work and/or web video conferencing activities.
- To obtain a pass for this assignment, the student must have met the posting criteria for quantity and quality for each required posting week at a level of a B+. Please refer to the REVISED discussion post criteria (Sept 2010) in the course Moodle website, under “assignment”. If you choose not to meet the weekly participation criteria, this choice will result in you failing this assignment (translation – fail the course).

## **3. Skill Demonstration: Intervention (Video)**

**DEADLINES:** The first day of the F2F seminar. \*\* **First deadline: January 27.**

**Demonstrate, via video, skilled competency in implementing and debriefing a counselling intervention with a fictional client(s) of any age.**

The intervention is to be new (not addressed in any prior CAAP course), and is to be approved by the professor, by January 27<sup>th</sup> via email or F2F.

The video clip must include, at least, the set up of the intervention (delivery) and how the client (fictional) was helped to ascertain the meaning of the intervention or how the client was invited to provide feedback on the intervention/experience. This video clip **must have** excellent sound quality and be about 12-20 mins in length. Please edit the tape to critical highlights of required segments.

After the video demonstration, you will coach your classmates through the same activity so they can practice the new skill you presented. The same format used in CAAP 6611 for viewing student demonstration tapes will be used in CAAP 6619 seminar (that is, offering a positive focused, safe, supportive learning atmosphere with ample time for reflection and discussion).

*Additional details will be posted in Moodle.*

**ITS VALUE:** You may want to offer this presentation at your practicum site as a ‘lunch and learn’ activity.



#### 4. Integration & Self-Reflection Paper

**DEADLINE:** April 6, at 11:55pm, Moodle submission please.

This is a self-reflective paper where you will analyze the learning you have culminated in your two practicum courses. Your aim, for this assignment, is to integrate the academic (theoretical), clinical, and personal elements that have informed the counselor that you are today and to articulate your intention for ongoing professional learning and self-growth. Your ongoing attunement to process and self-reflection will help you distill what is most meaningful to share given the scope of this assignment. *Additional details will be posted in Moodle.*

**IT'S VALUE:** You are encouraged to bring this personalized paper to job interviews and add it to your career portfolio. This assignment provides a great summary of your learning over the last few years and identifies your counselling philosophy.

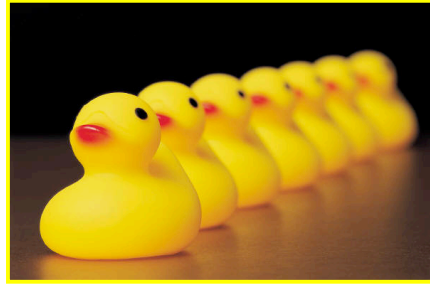
#### GRADING GRID USED IN THIS COURSE:

**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 “B” 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 course credit for the course.

Percentage Grade	Alpha Grade
97 – 100	A+
93 – 96	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67-69	D+
63-66	D

## - APPENDIX A –

### ASSIGNMENT SUBMISSION & STUDENT CONDUCT EXPECTATIONS IN ALL OF PROFESSOR DAWN'S CLASSES <sup>4</sup>



**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*

*For the rest of the document, please contact the course instructor.*

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<sup>4</sup> *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 ☺*