

University of  
Lethbridge



Faculty of Education

## **Education 5711 X**

### **Counselling Psychology: Practicum II**

**Spring 2015**

**Saturdays:** January 17, February 7, March 14, April 11, 2015

**Room:** TH373    **Time:** 9:00 am - 4:30 pm

**Instructor:** **Robert Cey, Ph.D,**  
Registered Provisional Psychologist

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I can best be contacted by email. I will strive to respond to emails within the regular work week (9-5, M-F), within 48 hours. If the issue is urgent, please write URGENT in the subject line and I will attempt to address the email more quickly. Meetings can be scheduled by appointment and may occur face-to-face, via telephone, or videoconference.

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### **COURSE DESCRIPTION**

Advanced professional development and supervised practice for graduate students in counselling psychology. Students will develop and/or practice their counselling skills within a specialized setting, or with a specialized counselling focus.

### **COREQUISITES**

- Education 5709

### **COURSE OBJECTIVES**

Upon completion of this course, participants will be able to:

- Demonstrate the transfer of skills and knowledge acquired through prior courses to applied counselling/psychological settings
- Incorporate theory, skilled practice and applied experience into a personal counselling/psychological framework

For more detailed descriptions of practicum objectives, refer to the Practicum Handbook. To meet the course objectives, students are expected to continually expand and challenge their professional knowledge through critically reflecting on their experiences. It is expected that each student has, or will develop in this course, the ability to utilize their peers, professional resources, and academic resources, in the process of critically thinking about their practice. As such, this course is

based largely on group discussion and working together to learn. The aim is for each student to be able to identify their own strengths and perspectives, to clearly formulate their conceptualizations in client work, and to demonstrate the ability to reflect critically on their knowledge and assumptions.

## **COURSE STRUCTURE**

1. **Practicum Placement:** Expectations and guidelines are outlined in the U of L *Graduate Studies and Research in Education: Counselling Practicum Handbook* (access the most current version online on the Faculty of Education website). Students are expected to be familiar with all contents of this handbook. A few points are emphasized here:

- Students are responsible for arranging for their own practicum placements. Students must submit the practicum agreement form to the Office of Graduate Studies.
- Students may conduct their practica in educational settings (e.g., post-secondary institutes, high schools, junior high schools, or in some cases, elementary schools) OR in community counselling settings.
- It is preferred that students work with a field supervisor who is a Registered Psychologist, a Canadian Certified Counsellor, or who has at least a Master's degree in Counselling Psychology or equivalent.
- Each student will be expected to complete the equivalent of 12 to 14 hours/week over the course of the 13-week term, in the practicum setting. A log of time and activities spent at their setting must be maintained throughout the practicum. **Students who do not log a minimum of 150 practicum hours will not be able to complete the course. At least 50% of the 150 hours need to be done by the student in direct client contact. The remaining 50% of the hours may be done by indirect client contact/supervision.**

2. **Seminar:** The seminar component includes scheduled face-to-face classes, engagement in the moodle course site, and ongoing communication with the seminar instructor.

Students are expected to participate in online learning through regularly checking the online course site and participating in all activities, including but not limited to:

- Reflective journal (weekly entries are expected)
- Discussion board

Seminar discussion topics are determined by the students and instructors and guided by the course readings. They will include the following:

- Special discussion topics, related to presenting issues and/or techniques, as raised by students, our guest speakers, and myself
- Reviews of placement settings and issues encountered
- Critical review of examples of student work (e.g., presentations, client case presentations)

## **REQUIRED RESOURCE MATERIAL**

- EDUC 5709/5711 Course Pack
- Canadian Psychological Association. (2000). *Canadian code of ethics for psychologists* (3rd ed.). Ottawa, ON: Author.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington, DC: Author.
- USB data-key that allows password protection or encryption to ensure privacy of client data.
- Video-camera/other recording equipment. You need to record at least one session per week to be reviewed with your supervisor. Ensure that any recorded client data is password protected.

## RECOMMENDED RESOURCE MATERIAL

- Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: HarperCollins.

## GRADING

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
<b>NOTE: Any course with a grade of less than B- cannot be considered for credit in M.Ed. program.</b>		
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

## CLASS SCHEDULE (Tentative)

<b>Class #1 – January 17, 2015</b>	Posted on Moodle
<b>Class #2 – February 7, 2015</b>	Posted on Moodle
<b>Class #3 – March 14, 2015</b>	Posted on Moodle
<b>Class #4 – April 11, 2015</b>	Posted on Moodle

Attendance for all classes is **mandatory**. In exceptional circumstances where you will be absent, notify the instructor in advance.

## COURSE EVALUATION

Evaluation/Assignment	Due Date	Weight	Submission Method
Case Presentation	Students will sign up for presentation times/dates. See schedule of presentations posted on moodle.	25%	Paper - Moodle Presentation – in class
Case Presentation		25%	Paper – Moodle Presentation – in class

Practicum Evaluation	April 1, 2015	50%	NA
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*Unless prior arrangements have been negotiated with the instructor in advance, late assignments will not be accepted, and students will receive a score of "0" for that component of the course.*

*It is expected that your writing will meet the expectations of a graduate level program, including abiding by the APA Publication Manual 6<sup>th</sup> edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.*

## **ASSIGNMENT DESCRIPTION**

### **Case Presentation**

Each Case Presentation will include:

- (1) A description of the presenter's theoretical view of counselling
- (2) A client context paper (5-10 pages) and presentation (roughly 25 minutes) that includes the following:
  - Contact dates
  - Non-identifying descriptive information
  - Brief history
  - Presenting problem
  - Goals
  - Case Conceptualization
  - Formulation and discussion of the problem
  - Rationale for interventions utilized
  - A reflective comment on the student's own work

### **Practicum Evaluation**

The Counselling Skills Rating Guidelines (See **Graduate Studies and Research in Education: Counselling Practicum Handbook**, Appendix J: "Practicum Feedback and Evaluation Form") will serve as the basis for providing a formal evaluation of the student's proficiency in counselling.

## STUDENT RIGHTS and EXPECTATIONS

Students are expected to be familiar with the Academic Calendar (<http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/sgs/part04.pdf>) including but not limited to: add/drop deadlines, Principals of Student Citizenship, Academic Regulations and Policies, and Standards of Professional Conduct. Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar. A few points are emphasized here:

- **If you have a disability, special learning needs, or a recent injury** that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.
- As outlined in the University calendar: “No student shall represent the words, ideas, images or data of another person as his or her own. This regulation will affect any academic assignment or other component of any course or program of study, whether the plagiarized material constitutes a part or the entirety of the work submitted.”

**Plagiarism is a form of intellectual dishonesty** in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction. However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position. The [APA website](#) offers information about the citation styles of the American Psychological Association. (Excerpt from CAAP 6615: Dr. B. Shepard).

Additionally, in the Faculty of Education graduate counselling psychology programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct as noted below.

- *College of Alberta Psychologists Standards of Practice:*  
<http://cap.ab.ca/pdfs/HPAStandardsofPractice.pdf>
- *Canadian Code of Ethics for Psychologists:*  
<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>
- *CCPA Code of Ethics:*  
<http://www.ccpa-accp.ca/en/resources/codeofethics/>
- *ATA Code of Professional Conduct (when practicum is based in an educational setting):*  
[http://www.teachers.ab.ca/About the ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)
- *Faculty of Education Standards of Professional Conduct:*  
[http://www.uleth.ca/education/resources/forms-guidelines/professional-conduct\\_2230](http://www.uleth.ca/education/resources/forms-guidelines/professional-conduct_2230)

The **personal information** your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

For **assignments where you need to video/audio** record a peer or another person (e.g., volunteer client), this recorded information is to be treated as highly confidential and is to be erased or shredded once you have received your final grade, unless notified otherwise.

- Recorded information includes, at minimum, stored material saved on videotapes, DVDs, USB, computer or any other device that records information.

**Recording lectures or class discussions is not permitted** unless the instructor and all audience members have granted permission in advance.

To support counselling psychology students in their studies, relevant faculty/staff discuss student performance with each other, which will be done in confidence and in a respectful manner. Your course instructor/staff person may need to consult with university faculty/staff and/or access relevant professional or emergency services if a course instructor/staff member becomes aware that an identifiable person is in need of protective services (e.g., threat or intention of harm to self or others including suicide).

- If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.
- While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.