

University of
Lethbridge



Faculty of Education

Education 5709 XA

Counselling Psychology: Practicum I

Fall 2014

Saturdays: Sep. 6, Oct. 4, Nov. 1 & 29 **Room:** TH341 **Time:** 9:00 am - 4:30 pm

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

COURSE DESCRIPTION

Professional development and supervised practice for graduate students in counselling psychology. The class seminars provide opportunity for group supervision of student work with clients, and for in-depth exploration of issues encountered in the practicum settings. The practicum settings provide opportunity for supervised practice in counselling techniques with clients.

PREREQUISITES

- Education 5621 and
- Education 5622 and
- Education 5623 and
- Education 5704 and
- Education 5705 and
- Education 5706 and
- Education 5707 and
- Education 5708

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, perspectives, clearly formulate their conceptualizations in client work, and 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 guided by the course readings. Including:

- Special discussion topics, related to presenting issues and/or techniques, as raised by students
- 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 Course Pack
- American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th 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.
- Canadian Psychological Association. (2000). *Canadian code of ethics for psychologists* (3rd ed.). Ottawa, ON: Author.

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

Class #1 – September 6, 2014	Posted on Moodle
Class #2 – October 4, 2014	Posted on Moodle
Class #3 – November 1, 2014	Posted on Moodle
Class #4 – November 29, 2014	Posted on Moodle

Mandatory attendance for all classes is required. In exceptional circumstances where you will be absent, notify the instructor in advance.

COURSE EVALUATION

Evaluation/Assignment	Due Date	Weight	Submission Method
Informed Consent Assignment	September 13, 2014	10%	Moodle
Presentation: Topics / Interventions	Students will be randomly assigned presentation times/dates. See schedule of presentations posted on moodle.	20%	Paper - Moodle Presentation – in class
Case Presentation		20%	Paper – Moodle Presentation – in class
Practicum Evaluation	December 1, 2014	50%	NA

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 meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.

ASSIGNMENT DESCRIPTION and GRADING GUIDELINES

Informed Consent Assignment

Each student will submit their informed consent form prior to the first seminar. The forms must adhere to the CPA ethics and CAP standards. Focus on using verbal and nonverbal techniques to ensure that the process also fosters a working alliance with your client. (e.g. consider using a "phased in" consent process over a number of sessions, alternate wording based on client population, or other strategies that fit your counselling approach and your agencies needs).

In the first seminar, each student will practice their informed consent process with a partner (role play). Following the role play, students will be provided with feedback about the "client" experience from their role play partner. Students will also critically reflect on their own experience practicing the informed consent process. Based on this feedback and reflection, students will revise their informed consent forms and process descriptions. These revisions will be resubmitted along with an additional 2 - 3 page discussion the process of getting/providing feedback, revising their strategies based on feedback given, and critical reflections on the experience (process paper).

Submit together:

- (1) Consent form and an example script of an informed consent process you may use with a client.
- (2) A 2-3 page paper in which the student identifies all informed consent issues relevant to your practicum site and how they are addressed in the consent form and informed consent process.
- (3) A 2-3 page discussion the process of getting/providing feedback, revising their strategies based on feedback given, and critical reflections on the experience (process paper).

Presentation: Topics/Interventions

Each student will present on a special topic or intervention technique. If possible, choose an intervention tried or a topic relevant to placement and/or a specific client.

Time: 15 – 20 minutes during a scheduled face-to-face class

Schedule: to be determined and posted on moodle

Evaluation:

- (1) Presentation (**10 marks**)
- (2) Handout (**5 marks**): is intended to be shared with everyone in the class. This should include both a description of the topic/intervention and may also include a resource that may be used in client sessions (2-3 pages).
- (3) References (**5 marks**): provide a short discussion and references demonstrating the effectiveness of this technique, or the outcomes based research on the topic presented (2-3 pages)

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 (30 minutes) that includes the following:
 - Contact dates
 - Non-identifying descriptive information

- Presenting problem
- Case Conceptualization/Diagnosis
- Brief history
- Formulation and discussion of the problem
- Rationale for interventions utilized
- Goals for the intervention
- A reflective comment on the student's own behavior

Each Case Presentation will be graded on the basis of:

- Theoretical congruence between stated theory and application of counselling skills **(5 marks)**
- Degree to which the counselling relationship appears to be facilitating the achievement of client goals for counselling **(4 marks)**
- Intentionality of skill usage relative to stated theory, client problem and goals for the session **(4 marks)**
- Demonstration of a clear understanding of the client problem including appropriate reference to counselling psychology literature/research **(4 marks)**
- Degree to which interventions chosen are appropriate to the client's assessed goals, situation and resources **(4 marks)**
- Degree to which interventions chosen are implemented with high quality, appear to be thought out in advance and are communicated effectively **(4 marks)**

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

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.