

University of  
Lethbridge



Faculty of Education

## **Education 5709 XA**

### **Counselling Psychology: Practicum I**

**Fall 2016**

**Saturdays:** Sep. 17, Oct. 15, Nov. 19 & Dec 10

**Room:** TH341 **Time:** 9:00 am - 4:30 pm

**Instructor:** **Elaine Greidanus, Ph.D,**  
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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.

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### **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**

Students must have completed at least the following:

- ED 5621 - Counselling Psychology: Ethics and Professional Practice
- ED 5722 - Counselling Psychology: Gender and Cultural Issues
- ED 5723 - Counselling Psychology: Learning Processes
- ED 5704 - Counselling Psychology: Skills
- ED 5705 - Counselling Psychology: Theory
- ED 5706 - Counselling Psychology: Interventions
- ED 5707 - Counselling Psychology: Assessment
- ED 5708 - Counselling Psychology: Career Counselling

### **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; and

- 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
- 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**

- American Psychological Association. (2010). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)* Washington, DC: Author.
- Canadian Psychological Association. (2000). *Canadian code of ethics for psychologists* (3rd

ed.). Ottawa, ON: 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.

## 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)*

**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

The course evaluation will consist of three major components:

1. Presentation: Topics/Interventions (worth 25%)
2. Case Presentation II (worth 25%)
3. Practicum Evaluation (worth 50%)

*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 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 and GRADING GUIDELINES**

### **1. 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:** 45 minutes during a scheduled face-to-face class

**Schedule:** to be determined and posted on Moodle

#### **Evaluation:**

##### **(1) Presentation (10 marks)**

- Identify learning objectives for the presentation/activity
- Present a professional presentation of material related to the topic

##### **(2) Activity (5 marks)**

- Facilitate a learning activity, role play, demonstration, or group discussion to facilitate the learning objectives for the presentation.

##### **(3) 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).

##### **(4) 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)

### **2. 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)**

### **3. 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

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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)

## **COURSE POLICIES**

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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.

**Learning responsibilities:** In order to be an active learner, you are responsible for reading and knowing the information in all assigned readings, even if not covered directly in class lectures. This information may be included in quizzes/exams and/or is expected to be integrated into your assignments, as appropriate.

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

**Attendance:** Mandatory attendance at all weekly lessons is required, except in exceptional circumstances approved by the instructor. Should you be absent from a lesson, you are required to assume responsibility for catching up on all the material and information missed by contacting a fellow classmate. If you are going to be absent, please notify the instructor.

**Academic accommodation:** If you have a disability that requires academic accommodation, please follow the procedures outlined in the university calendar. In addition, please notify the instructor within the first week of the start of the course or for a more recent disability, due to an accident or illness, no later than a week upon your return to class.

**Academic dishonesty:** Academic dishonesty is a very serious ethical issue and dishonesty will not be tolerated, including not properly crediting others when paraphrasing or quoting their work, copying another student's work, submitting work that is not completely your own (except in situations of group work), and submitting work (or substantial portions of work) previously submitted in another course. Please consult the U of L's calendar for the definition and consequence of this behaviour.

**Assignment assistance:** I want you to succeed in this course; therefore, I am happy to help answer any questions or concerns you have about assignments and/or class material. However, I am only able to help you if you come to me with your questions or concerns, so please come see me, as I am here to support you and your learning.

**Professional conduct:** All students in the course are required to adhere to the Standards of Professional Conduct as outlined in the most recent edition of the U of L Calendar, Faculty of Education section VI. Any violations will result in dismissal from the class and/or a failing course grade being awarded.