

**UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION**

**Masters of Education (Counselling Psychology)
Counselling Addictions and Mental Health Cohort
EDUC 5711: Counselling Psychology: Practicum II
Course Syllabus: Fall, 2014**

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Seminar Dates

& Times:

#1: Thursday September 4	4pm-9pm
#2: Saturday September 27	9am-4pm
#3: Saturday October 25	9am-4pm
#4: Saturday December 6	9am-4pm

Seminar

Location: Addictions Counselling Lab M1004

COURSE DESCRIPTION, OBJECTIVES AND ASSIGNMENTS

Course Description:

The practicum component of this course provides an opportunity for advanced professional development and supervised practice for graduate students in counselling psychology. At the practicum site students will be involved in direct work with clients under the supervision of a qualified professional. This allows students to develop and/or practice their counselling skills within a specialized setting, or with a specialized counselling focus.

The class seminar component of this course provides opportunity for group supervision of student work with clients, and for discussion of issues encountered in the practicum settings.

Course Objectives:

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

- Understand the role and identity of professional counsellors and their relationships with other related professionals
- Understand professional organizations including mission and goals, membership criteria, activities, services to members, and current priorities.
- Understand required standards of preparation including certification and accreditation standards.
- Apply ethical decision-making processes to case material.
- Understand and apply effective counselling approaches and techniques to facilitate client exploration of issues, examination of alternate perspectives, and development of appropriate actions with respect to the issues presented.
- Incorporate theory, skilled practice and applied experience into a personal counselling/psychological framework.

- Engage in effective self-reflection and self-exploration regarding personal and professional issues.
- Understand issues related to the development of consultation models, ways in which counselling and consultation approaches differ, strategies for effective consultation, and the opportunity to apply theoretical models to practice.
- Understand and apply individual, family and group counselling strategies, where appropriate, with diverse populations.

Course Process:

This course utilizes a collaborative learning model, which encourages learners to actively contribute to the learning of their peers and receive feedback and learn from their peers/colleagues as well. The course instructor will provide the overall course structure and expectations, and ensure that essential learning outcomes, as outlined in the course objectives, are met.

Course Evaluation:

1. Pre-Practicum Counsellor Self-Analysis Paper - worth 5% and due September 15th
2. Transference, Counter-Transference & Shadow Issues Presentation & Paper - worth 5% and due October 6th.
3. Two Case Presentations (1 @ 10%, 1 @ 20% each) – see description below.
4. Seminar Attendance & Participation - worth 10%
5. Practicum Evaluation – worth 50%, format is in the Practicum Manual.

Assignment Descriptions:

1. **Counsellor Self-Analysis (5%):** This assignment is worth 5% the final grade and is due September 15th, 2014. Students will submit a 5-page paper discussing their own strengths and weaknesses as a counsellor, potential/experienced issues in supervision, issues related to the practicum setting, and meaningful goals for the term to enhance personal and professional growth. A detailed marking sheet for this assignment will be handed out in class.
2. **Transference, Counter-Transference & Shadow Issues Presentation & Paper (5%):** This assignment is worth 5% of the final grade and is composed of two parts. In the seminar on September 27th students will identify and present counter-transference/shadow issues that are currently being experienced in relation to clients/supervisor and will receive feedback from their peers. Students will then submit a 5-page paper, by October 6th, discussing transference, counter-transference, and shadow issues currently experienced in their counselling work. A detailed marking sheet for this assignment will be handed out in class.
3. **Two Case Presentations:**

Students will prepare two clinical case presentations using the following format. Selecting a counselling client that is being seen at the practicum site, seven categories of information will be presented: 1) client background and presenting problem, 2) counsellor's theoretical conceptualization of the client's issue, 3) counselling interventions used and how the interventions relate to the counsellor's theoretical case conceptualization 4) identification and discussion of client resistance/progress/change and how these relate to the counsellor's theoretical case conceptualization 5) the counsellor's and client's role in the counselling process, 6) identification and discussion of awareness/ethical/counselling process issues, and 7) identification and discussion of what you have learned the most in working with this client. During case presentations class members will participate as peer supervisors to the presenter providing feedback and asking questions to facilitate the presenter's personal and professional growth as a counsellor. A detailed marking sheet for this assignment will be handed out in class.

Presentation #1 (10%): Presented during the seminar on October 25th and worth 10% of the final grade. The presentation will be 30 minutes in length, with an accompanying 5-page handout outlining information related to 7 categories delineated above.

Presentation #2 (20%): Presented during the seminar on December 6th and worth 20% of the final grade. The presentation will be one hour in length long with an accompanying 8-10-page handout outlining information related to 7 categories delineated above.

4. **Seminar Attendance & Participation (10%):** Students earn 2.5%, of the final grade, per seminar for attendance and active participation.
5. **Practicum evaluation (50%) – format is in the Practicum Manual.** The overall mark for the practicum evaluation is decided through the grading scheme below.

PRACTICUM GRADING

The first category is a "prerequisite" category called "Ethical Conduct." **Students must receive a satisfactory rating (3 or 4) on Ethical Conduct in order to pass the practicum.** The student's total mark is based on the six categories, as follows:

A+	=	6 ratings of "4"
"A"	=	At least 4 ratings of "4", with no rating less than "3"
"A-"	=	At least 2 ratings of "4", with no rating less than "3"
"B+"	=	At most 1 rating of "2", with 5 ratings of at least "3"
"B"	=	A rating of "2" on 2 or 3 categories, with the rest of the ratings of "3" or "4"
"B-"	=	A rating of "2" on 4 or more categories, with the other ratings at "3" or "4"
"C"	=	A rating of "1" on any category

Summary Ratings:

Ethical Conduct	_____
Professional Conduct	_____
Core Counselling Skills	_____
Counselling Assessment Skills	_____
Counselling Intervention Skills	_____
Purposefulness	_____
Practicum Grade	_____

**FACULTY OF EDUCATION
M.Ed. GRADING SYSTEM**

“All components within the M.Ed. program that use a percentage procedure will use the following table for determining the final grade.”

Grading Schedule for Graduate Classes

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 the 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

PLAGIARISM STATEMENT

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

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Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Accommodated Learning Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

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