



PROGRAMME:	Master of Arts in Counselling Psychology (MACP)
COURSE:	CP 600 Seminar: Pre-Practicum Seminar
NO. OF CREDITS:	3
PREREQUISITES	None
DATE:	January 7, 2020 – January 28, 2021
MODE OF DELIVERY:	Online
SEMESTER:	1(Module 5)
INSTRUCTOR:	Nordia Crawford, M. A (Hons.) Telephone: 876-755-3715 or 876-337-8887 Email: ncrawford.cgst@gmail.com

Each student is required to read and have a thorough understanding of the syllabus. Also, please feel free to direct any questions you have with the lecturer. The syllabus is also subject to revision.

Theme Scripture:

“The Spirit of the Lord is upon me, because he hath anointed me to preach the gospel to the poor; he hath sent me to heal the brokenhearted, to preach deliverance to the captives, and recovering of sight to the blind, to set at liberty them that are bruised” Luke 4:18

I. COURSE DESCRIPTION

The purpose of the pre-practicum course is to familiarize students with the counselling experience, and provide the foundation for the practicum experience. Students will begin to develop a professional counselling identity through the course's focus on the personal qualities needed to develop an authentic and effective counseling relationship.

Students will practice and learn basic counseling communication and interpersonal skills and behaviors through practice counselling sessions in and outside class under the supervision of the lecturer. Through practice and supervision, students will develop the skills necessary to influence

the counselling process. Pre-Practicum in Counselling also focuses on the professional behaviors expected of graduate students in a master's level program, and the characteristics needed to be successful in the field of counseling. These include: punctuality, maturity, and receptivity to feedback. A demonstration of these skills, attitudes and behaviours is a prerequisite for enrollment in practicum.

Students will also examine their personality issues and interpersonal styles and will follow ACA and APA Ethical Standards. The lecturer will evaluate students throughout the module in the three areas of skill development, professional development, and personal development. The course also integrates the mechanics of case conceptualization, conducting mental status examination, providing diagnostic assessment, the formulation of a treatment plan and acquiring the skills to effectively conduct clinical interviews.

The course provides exposure to the operations of mental health clinical settings with special focus on the operations at The Counselling Centre (TCC) at Caribbean Graduate School of Theology.

COURSE OBJECTIVES

As a result of taking this course, students will be able to:

- (a) Demonstrate interviewing and counseling skills so as to develop a therapeutic relationship.
- (b) Demonstrate essential interviewing and counselling skills so as to establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counsellor-client relationship.
- (c) Demonstrate self-awareness to promote therapeutic relationships and appropriate professional boundaries.
- (d) Demonstrate counsellor characteristics and behaviours that influence the counselling process.
- (e) Discuss ethical standards of ACA, APA and related entities, and apply ethical and legal standards and considerations in professional counseling.
- (f) Demonstrate process/communication skills, conceptualization skill, personalization skills, and professional skills.
- (g) Describe the operations and services offered by The Counselling Centre at the Caribbean Graduate School of Theology.
- (h) Demonstrate a working knowledge of TCC's Counselling Forms.
- (i) Write progress notes using clinical language.
- (j) Demonstrate the ability to recognize his or her limitation as a counsellor so as to avoid the landmines, seek supervision or refer when appropriate.

- (k) Integrate theoretical and practical knowledge of procedures involved in the counselling process (Intake interview, Case Formulation, Diagnosis, Treatment Planning and Documentation).
- (l) Discuss diversity issues related to the practice of counselling.

III. INSTRUCTIONAL STRATEGIES

Sessions will be delivered using a combination of strategies which will be accomplished through:

1. Lecture
2. Class discussions
3. Case studies
4. Role plays
5. Small group experience
6. Assigned readings
7. Online videos
8. Presentations
9. Youtube Videos

CLASS ATTENDANCE

You are responsible for all materials presented in class even if you are absent. In certain extreme circumstances, a student may have an absence authorized, but only if he/she had contacted the instructor prior to the absence via email or telephone to explain the cause of the absence. Each unauthorized absence will result in a 5 percent reduction of your final course grade. Four or more total absences—whether authorized or unauthorized—will result in failure of the course.

IV. METHOD OF EVALUATING STUDENT PERFORMANCE

Course Requirements

A. In class Role-Play and Practice of Core Counselling Skills

These practice sessions will be conducted under the supervision of the lecturer and observation of peers. Both the lecturer and peers will give feedback. Students are required to read the handout on how to give feedback. **Students are expected to attend classes and be involved the role-plays. Failure to attend will result in reduced marks for this section.**

B. Reflective Class Journal

The process of reflective writing is to help students/counselors take a deep look at their counseling style/practice as well as conduct self-reflection. This will help students understand:

- The purpose of writing a reflective journal
- How to keep a journal
- Steps used in writing a journal
- How to assess and analyze their feelings, personal growth, their strengths and areas of improvement during the counseling process.

Each student is required to keep a reflective journal to reflect on his or her practice during the Seminar: Pre-practicum in Counselling course. This reflection relates directly to the in- class role-plays and out of class counselling session. Three reflective journals are required and are due on **January 9, 16 and 23, 2021**. Each reflective paper is expected to be between 2 and 3 typed pages and should include:

- What happened during in class role play/counselling session.
- Reflection on how you felt and behaved in the situation (s).
- Consider the theory your behavior was linked to, for example, transference and counter-transference (psychodynamic theory) or your internal dialogue (CBT) and so on.
- Reflect on how you will apply what you have learned, and how you would treat the same experience (how you would do things differently) in future.
- Students are reminded that these exercises are **reflections** and not just telling of what took place in the class or groups.

C. Video-taped Counselling Session with Evaluative Transcript

A counselling session as a counsellor and as a client with another student:

- Each student will counsel another student for 40 minutes outside the class session.
- As a counsellor, students are expected to demonstrate the foundational skills they learned in Basic Skills in Counselling and develop a counselling relationship with the “client.”
- Each student will also participate in counselling session as a client.
- Students may choose to work on real or role-play concerns.
- Each student will submit an evaluative transcript along with the video recording.
- This assignment should be submitted by **January 30, 2021**

D. Self-Awareness Paper

The paper will encompass your experiences in sessions with your peers and overall in this class. You should discuss the following areas in approximately 4-6 double-spaced and typed pages with each area delineated by a heading in your paper. Papers should be in APA format including complete cover page, page headers and numbering, headings, and double-spacing.

This paper is to be submitted by **February 2, 2021**.

1. Discuss in a specific and concrete manner your current strengths.
2. Discuss in a specific and concrete manner the progress you have made in the development of counseling skills.
3. Discuss in a specific and concrete manner your current areas in need of improvement.
4. Describe and discuss areas of personal/professional growth and awareness.
5. What insights have you gained regarding your counseling skills, personal characteristics, or interpersonal relationships and how might these enhance your skills as a counselor?
6. What are some of your personal values that might affect your ability to work with specific populations?
7. Develop a plan that addresses your professional development needs.

COMPONENT	DATE DUE	PERCENTAGE (%)
Reflective Class Journal	January 9, 16, and 24, 2021	15
Video Recorded Session with Evaluative Transcript	January 30, 2021	30
Self-Awareness Paper	February 2, 2021	25
Class Role Play Practice	Daily	20
Attendance and Participation	Daily	5
Presentations/Reports	February 3, 2020	5
Total		100

GRADING SCALE

A	94-100	C+	68-70
A-	86-93	C	65-67
B+	81-85	C-	61-64
B	76-80	D	51-60
B-	71-75	F	0-50

V. TEXTS/MATERIALS

Required:

American Psychiatric Association (2013). *The Diagnostic and Statistical Manual of Mental Disorders*. Fifth edition. Washington DC

Gerhart, D. (2014). *Mastering Competencies in Family Therapy: A practical approach to theories and clinical Case Conceptualization*. Belmont, CA; Brooks/Cole.

Seligman, Linda (2004). *Diagnosis and Treatment Planning in Counselling*. (3rd ed.). New York: Kluwer Academic Publishers.

Recommended

- Jongsma, Arthur E., Peterson, L. Mark (2006). *The Complete Adult Psychotherapy Treatment Planner*. Fifth edition. New Jersey: Wiley, John & Sons, Inc
- Hutchinson, D. R. (2015). *The Essential Counselor: Process, Skills and Techniques* (3rd ed.). Thousand Island, CA: Sage Publishers, Inc
- Baird, B. N. (2002), *The Internship, Practicum, and Field Placement Handbook: A Guide for the helping profession* (3rd ed.). Upper Saddle River , Pearson Education, Inc,
- *Handouts will be emailed*

Online Resources/YouTube Videos

Dianne Gehart (2010). Case Conceptualization: Mastering Competencies in Family Therapy (Chapters 2 & 13)

Part 1: https://www.youtube.com/watch?v=h517m5QH_qE

Part 2: <https://www.youtube.com/watch?v=VyUf60jyGe0>

American Counselling Association Code of Ethics (2014)

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

How to Write a Reflective Journal (Counselling and Psychotherapy)

<https://www.youtube.com/watch?v=VtNTIXOPvwo>

Article: Getting the Most Out of Clinical Supervision: Strategies for Mental Health

<http://www3.canisius.edu/~farrugia/Supervision91611/Getting%20the%20Most%20from%20Supervision.pdf>

Other resources may be assigned.

VII. CLASS SCHEDULE

Date	Topics & Class Activities	Readings & Assignments
January 7 Class 1	Overview of Syllabus & Course Expectations Selection of groups The Effective Practicum Student Brief Orientation to practicum experience <ul style="list-style-type: none"> (a) Landmines to Avoid & Overcome (b) Practicum Sites & Placement process (c) Practicum Supervision 	Course Outline Practicum Handbook
January 11 Class 2	Brief orientation to practicum experience (contd.) <ul style="list-style-type: none"> (a) Log Sheets (b) Professional development (c) Comprehensive Examinations Planning for the first session with your client	Hutchinson (2015) Chapter 2 Sample Informed Consent Log Sheet Copy of 2020 CP oral cases
January 12 Class 3	Counselling Role-Play for first visit with client Planning for the follow up session	Guest Lecturer: Mrs Lyn Cook
January 13 Class 4	The Counsellor as a Person and Professional <ul style="list-style-type: none"> <input type="checkbox"/> Self -Awareness <input type="checkbox"/> Personal Therapy <input type="checkbox"/> Transference, Counter-transference & Resistance <input type="checkbox"/> Ethical Considerations <input type="checkbox"/> Sexual Issues/Boundaries Counselling Role-Play for second visit with client	ACA Code of Ethics APA Code of Ethics Guest Lecturer: Mrs. Lyn Cook
January 14 Class 5	The Intake Interview Process – Adult & Child <ul style="list-style-type: none"> <input type="checkbox"/> Building Rapport <input type="checkbox"/> The Comprehensive Intake Interview <input type="checkbox"/> Mental Status Examination <input type="checkbox"/> Note Taking during the interview (Process notes) <input type="checkbox"/> Recording – Clinical Progress Notes using the SOAP format <input type="checkbox"/> Interviewing Children & Adolescents 	Sample Progress Notes Form Sample Progress Notes of Sessions 1-3 Gehart (2013) Chapter 14

January 18 Class 6	Principles in Case Formulation CBT Case Formulation Counselling Role Play	Gehart (2013) Chapter 13 Seligman (2011) Chapter 7 Handouts Detailed discussion of a case formulation example of a former practicum student
January 19 Class 7	Family Therapy Case Formulation <ul style="list-style-type: none"> <input type="checkbox"/> Structural Family Therapy <input type="checkbox"/> Bowen's Intergenerational Model Case Formulation Exercise using the Gehart Text	Gehart (2013) Chapter 5 & 7
January 20 Class 8	DSM 5 Assessment/Diagnosis <ul style="list-style-type: none"> <input type="checkbox"/> Principles in Making Diagnosis <input type="checkbox"/> Differential Diagnosis (Ruling Out) <input type="checkbox"/> Practice using Diagnosis and Differential Diagnosis Case Study using a past case from the CP orals	American Psychiatric Association (2013). <i>The Diagnostic and Statistical Manual of Mental Disorders. (DSM 5)</i> Seligman (2011) Chapt. 3 & 4
January 12 Class 9	The Nature of Treatment Planning <ul style="list-style-type: none"> <input type="checkbox"/> Importance and Suitability for Counselling <input type="checkbox"/> Model for Treatment Planning <input type="checkbox"/> The Treatment Plan using a case presented at case conference 	Seligman (2011) Chapter 6 Gehart (2013) Chapter 15 Sample Treatment Plan forms A copy of a treatment plan used for case conference presentation
January 25 Class 10	Documentation and Record Keeping <ul style="list-style-type: none"> <input type="checkbox"/> Informed Consent for Release of Information <input type="checkbox"/> Suicidal/Homicidal Contract <input type="checkbox"/> Writing Progress Notes <input type="checkbox"/> Writing Progress Report letters 	Gehart (2013) Chapter 17 Write session 1 and 2 progress notes from the counselling role plays on January 12 and 13 (form will be given). Write a Progress Report for the client based on the role play on January 13. Address letter to your lecturer.
January 26 Class 11	Practicum Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Criteria for evaluation Treatment facilities and the role of supporting Organizations	Practicum Evaluation Forms: Midterm and Final Call, visit or conduct an online interview with relevant

	<input type="checkbox"/> Counselling agencies in Jamaica and the services they offer.	personnel at a counselling organisation (TCC, Family Life Ministries, Choose Life etc) Write a short report or make a brief class presentation
January 27 Class 12	Peer Review of Progress Notes Getting the Most Out of Clinical Supervision Supervision interventions Individual supervision sessions: <ul style="list-style-type: none"> <input type="checkbox"/> Self- report <input type="checkbox"/> process notes <input type="checkbox"/> audiotape/videotape <input type="checkbox"/> the reflexive process <input type="checkbox"/> live observation Counselling Role-Play	Article – Quinn M. Pearson
January 28 Class 13	Stress and the Helping Profession <ul style="list-style-type: none"> <input type="checkbox"/> Attending to Self-Care <input type="checkbox"/> Work-Life Balance Question and Answer Wrap Up Complete Evaluations	

VIII. GENERAL COURSE POLICIES

i. Academic Integrity

The Caribbean Graduate School of Theology community affirms that the biblical principle of truth and honesty is absolutely important. Upholding the standard of academic integrity with its reliance on honesty is a responsibility of both lecturer and students.

Conduct that violates academic integrity includes:

- **Dishonesty.** This is lack of integrity exhibited through lying, cheating, defrauding or deceiving.

- **Plagiarism.** This is stealing or using the ideas or writings of another, as one's own. It involves failure to acknowledge material copied from others or failure to acknowledge one's indebtedness to another for the substance of important thoughts in a formal statement, written or oral.

Charges of violating academic integrity shall be handled according to established student discipline procedures published in the *Caribbean Graduate School Student Handbook*.

ii. Attendance and Late Submission Policy

Attendance is very important and students should make every effort to be on time. Student absences, late arrivals, or early departures are disruptive and may affect student grades. Incomplete assignments are strongly discouraged and make-ups will not be allowed. Late papers and presentations may result in a reduction of up to one letter grade or a reduction in points per assignment.

Students are to notify the lecturer **by email** of any delay in assignment submissions; the email notification is required so there will be a written record. While the lecturer acknowledges that some emergency circumstances may interfere with meeting deadlines and attendance, students must present substantiating evidence.

iii. Electronic Devices

Cell phones and other electronic devices are to be turned off during class unless being utilized as part for class activities.

iv. Evaluation of Courses

Evaluation Forms will be available online for completion. Students will not be able to register for the next courses until they complete current evaluations. All evaluations are anonymous. The results of student evaluation contribute to improving class design and delivery and so it is important that students be honest in their evaluation.

THE ZENAS GERIG LIBRARY

The library's services and facilities include orientation to using the library; training in information-training strategies, including navigating online resources; bibliographic instruction; and reference assistance. As necessary, students are facilitated to access other libraries at higher educational institutions. With the library currently serving as the only reprographic and document unit on the campus, the services available at the library's DocuCentre include photocopying, printing, scanning, laminating, and spiral binding.