

**(DRAFT)**

University of  
Lethbridge



**Faculty of  
Education**

## **MASTER OF COUNSELLING PROGRAM**

### **CAAP 6601**

#### *Theories of Counselling and Their Application to Client Change*

*Authored and Delivered by Alyson Worrall, Ph.D.(Educ), R.Psych.*

*Summer Term, 2019 (Blended course; May to July; First online week  
begins on May 6; the last face-to-face class will be July 26)*

*Contact Hours/Week: 3-0-0. Credit Hours: 3.00*

**INSTRUCTOR:** Alyson Worrall, Ph.D.(Educ), R.Psych.

**CONTACT INFORMATION:**

**Email:** [alyson.worrall@uleth.ca](mailto:alyson.worrall@uleth.ca) (This is the best way to reach me!)

**Office:** TH164 (Office times by appointment)

**Phone:** 403-339-5190

**Administrative Support:** Margaret Beintema

**Phone:** 403-329-2732.

**Office:** TH323.

**Email:** [margaret.beintema@uleth.ca](mailto:margaret.beintema@uleth.ca)

**My Response Time – up to two (2) days:** Expect a reply to your message within two days, unless notified otherwise. **IMPORTANT** → If you have not heard from me within 3 days, (72 hours) please resend your message, as I may not have received it. **THANK YOU** 😊.

*This course outline is adapted from the work of Drs. Dawn McBride and Sandra Dixon.*

## CALENDAR COURSE DESCRIPTION:

Students are engaged in a critical evaluation of a range of contemporary counselling theories and they will begin to develop a description of their own emerging theory.

## GENERAL COURSE OVERVIEW:

CAAP 6601 is a survey course of the theoretical foundations of the counselling profession. You will learn about the various theories that have influenced the development of counselling psychology through the years. Every theory has both advantages and disadvantages, and we explore these along with the core elements of each theory. Part of the art of counselling is being able to develop optimal treatment plans for clients. As a result, case conceptualization is a strong component of this course. With growing familiarity with the theories of counselling, you will become able to draw upon your knowledge to view clients' issues through multiple lenses. This same knowledge will begin the process of developing your own theoretical stance. Given the limited amount of time available for the course, it will not be possible to cover every theory presented in the text in full detail. Some of the theories will be left for students to analyze and become familiar with as they move through their M.C. program.

The course is delivered in a blended format with nine online sessions and three face-to-face sessions during the Summer Institute.

## COURSE OBJECTIVES:

By the end of this course, students will achieve the following objectives:

- a) Explain the uses and the importance of theory in counselling practice;
- b) Demonstrate and understanding of the key theoretical constructs, applications, advantages, and limitations associated with leading schools of psychotherapy;
- c) Describe the many factors that influence the helping process—including social, cultural, and environmental factors, relationships, the level of commitment of the client and so on.
- d) Describe how things such as personal values, beliefs, experiences, attitudes, and individual differences influence our personal theory and style as counsellors;
- e) Articulate the value and limitations of integrative and eclectic therapies; and
- f) Develop and articulate a personal theory of counselling.

## RESOURCES

### Required:

Corey, G. (2017). *Theory and practice of counselling and psychotherapy* (10<sup>th</sup> ed.). Boston, MA: Cengage Learning.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### Supplementary:

Prochaska, J. O., & Norcross, J. C. (2018). *Systems of psychotherapy: A transtheoretical analysis*. New York, NY: Oxford University Press.

Canadian Psychological Association (2017). *Canadian code of ethics for psychologists* (4<sup>th</sup> ed.). Ottawa, ON: Author.

(This is available by download from [https://cpa.ca/docs/File/Ethics/CPA\\_Code\\_2017\\_4thEd.pdf](https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf))

Canadian Counselling and Psychotherapy Association (2007). *Code of ethics*. Ottawa, ON: Author.

(This is available by download from [https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics\\_en.pdf](https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf))

### NOTE: THERE MAY BE CHANGES TO THE COURSE SYLLABUS

The second sentence is taken directly from section 9 of the U of L university calendar:

*The essential elements described in this published course outline will not be altered after the add/drop deadline. However, recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, provided that no student is disadvantaged by the change.*

## COURSE ASSIGNMENTS: <sup>1</sup>

A more detailed description of each assignment and the relevant evaluation forms can be found in the assignment folder in Moodle.

- 1. Theory Briefs.....20%**  
Due Date: Weekly (beginning with Week 2)  
Overview: This weekly assignment is intended to help organize the material in a way that promotes the understanding and application of the important ideas and principles. For each of the theories or groups of theories that we cover, you will create and submit a one-page brief or summary of the important constructs, applications, strengths and limitations of that theory as well as your own reaction to it. The summaries will help you to understand and integrate the material and serve as a set of resources for you once the course is complete. A template will be provided in Moodle for the theory brief. There will be 8 briefs whose scores will be averaged to provide a grade worth 20% of your final mark. (Adapted from material by Kim Dawson, CAAP 6601: Fall, 2011)
  
- 2. Discussion Forum Self-Reflection.....20%**  
Due Date: Submitted through Moodle no later than 11:59 p.m. MDT July 15, 2019  
Overview: You are expected to participate weekly in the Discussion Forum (see the DF expectations following this section). This assignment is an opportunity for you to consider your contributions to the DF in a thoughtful and critically analytic manner. Note that critical analysis does not mean negative analysis! It is a time to consider seriously your skills in engaging in discussions around counselling theory and your development as a master's level counsellor.
  
- 3. Case Conceptualization Paper.....25%**  
Due Date: Submitted through Moodle no later than 11:59 a.m. MDT July 26, 2019  
Overview: This paper is intended to assist you in developing the skill of case conceptualization. You will analyze a detailed client scenario and describe the therapist's role and interactions with this client from two, distinct theoretical viewpoints.
  
- 4. Personal Theory Paper.....35%**  
Due Date: Submitted through Moodle no later than 11:59 p.m. MDT August 2, 2019  
Overview: This paper is intended for you to identify, with clear justification, the theoretical frameworks or constructs that make sense personally and to integrate them into a cohesive personal theory—a personal way of understanding and describing the human condition and facilitating change. The critical analysis of each theoretical model throughout the semester and ongoing dialogue about key areas of the theories will feed into the process of clarifying your position. Your paper should draw on additional supportive references as well as course materials, personal reflection, and self-awareness. (Adapted from material by Kim Dawson, CAAP 6601: Fall, 2011)

---

<sup>1</sup> The instructor reserves the right to slightly modify the course assignments to provide more clarification/simplify the assignment directions (i.e., change, delete, add details). Students will be notified in advance via course announcements or in the Q & A Assignment Forum.

## LATE POLICY

There is a strict late policy. Assignments not submitted by the stated deadline will lose 3% per calendar day, or part thereof, unless an extension was granted in advance of the due date. Extensions will only be granted in exceptional circumstances that are unpredictable and out of your control. Documentation must be provided by a relevant professional (e.g., doctor).

MY INTERNET FAILED – may I get an extension? **No.** As a result of accepting admission to a program that delivers many courses in a blended format, you have agreed to ensure that you are able to participate fully both online and in person. Given that there are many alternate locations to secure an Internet connection, you still have control over maintaining online contact. Consequently, you must still submit assignments on time, participate in the discussion forums, and so on. Please keep me posted via phone on your progress getting online if you are having an issue with this.

## DISCUSSION FORUM EXPECTATIONS

**THE ONLINE WEEK:** Unless notified otherwise in Moodle, the online week will typically run Tuesday 6:00am Calgary time to Saturday at 11:59 pm Calgary time.

**DUE DATES:** All core posts are due by Thursday at 11:59 pm Calgary time to allow time for students to post replies by the close of the DF on Saturday at 11:59pm (Calgary time). Student participation in the forums needs to be spread over at least 3 days (i.e., do not complete all of your required postings on one day!). Note that the timing is set for asynchronous participation. If you live in the Calgary time zone, there is no expectation that you will be online in very early or very late hours during the day.

**QUANTITY OF POSTS:** Each student is expected to make one core post per DF question and three reply posts per DF. For example, if there are two DF questions in a particular week, a student would need to make two core posts (one per question) and three reply posts (total for DF not per question) to meet the required numbers of posts that week. While there is no maximum number of posts a student can make, it is easy to become overwhelmed and feel pressured to respond to every post made. The expectation is that you should be spending approximately three (3) hours per week participating in the weekly DF (making core posts, reading other students' posts, replying to posts to further discussion, etc.). This time is in addition to the time needed to complete weekly readings and tasks in each lesson.

**QUALITY OF POSTS:** Core posts should demonstrate critical thinking and be supported by relevant readings (either readings for the week, or additional research done by the student). In addition, core posts should not repeat ideas of others. The aim is for each student to make a unique contribution to the discussion at hand. Reply posts should further the discussion on a topic and be more than agreement with the author of the post or a cheerleading post (though welcome, these are not required) that merely compliments the author. Views in all posts should be supported by appropriate references to the literature at hand.

**PARTICIPATION:** Participation in the weekly DFs is mandatory and is a precondition for the graded Discussion Forum Self-reflection assignment. In an online environment, the discussion forums are the

equivalent of the lively exchanges that happen in a face-to-face classroom. Not participating in the DFs may result in a failing grade for the assignment based on the DFs.

**RESPECT:** All individuals (i.e., students, professors, guests) are to be treated with respect and need to be respectful to others. This applies to online participation, face-to-face participation, and any communications (email or by phone) between members of the class and the instructor. This means, at minimum, allowing for different opinions, waiting for your turn to talk at the SI, and making no abusive actions or comments towards anyone in the class. Please talk about each other, including the instructor, in a respectful manner in and out of class.

**PRIVACY:** Please only share personal information that you feel comfortable sharing with your classmates and instructor, knowing that there are no guarantees of privacy or assurances of how the information will be received or used by others. Any personal information disclosed in a DF is to be kept confidential by all members of the class. Do not reveal this information to anyone outside the class during the course or after the course ends.

**ARE THERE MAKE UP WEEKS FOR THE DF?** There are no make-up weeks.

**IS THERE A SKIP WEEK FOR THE DF?** No, weekly participation in the DF is expected of all students in this course.

**IF YOU WITHDRAW FROM THE COURSE:** If you indicate in writing (email) to the instructor that you are withdrawing from the course, your access to the online course will be removed (e.g., within the day). Withdrawing formally from the course requires you to contact Mr. Kevin Matis so you can complete the required paperwork.

## WRITING EXPECTATIONS

As counsellors, writing clearly is both an expectation and a requirement of the profession. Your written assignments should demonstrate appropriate standards of written communication to meet the expectations of a graduate level program, including adherence to the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Grammatical errors, lack of clarity, poor structure, or poor organization are not acceptable. An assessment of the quality of your writing will be a portion of the grade for each written assignment.

## TENTATIVE COURSE SCHEDULE

LESSON	TOPICS
Week 1: May 6-11	Welcome; Nature of Theory; Change Theory
Week 2: May 20-25	Psychoanalytic and Psychodynamic Therapies
Week 3: May 27-Jun1	Existential and Experiential Therapies
Week 4: June 3-8	Person-centred Therapies
Week 5: June 10-15	Behavioural Therapies
Week 6: June 17-22	Cognitive Therapies
Week 7: June 24-29	Feminist Therapies
Week 8: July 1-6	Postmodern Approaches
Week 9: July 8-12	Systemic Theories
SI: July 19 Session 1	Integrative and Eclectic Approaches; Case Conceptualization
SI: July 19 Session 2	Exposure Therapies
SI: July 26 Session 3	Course Wrap Up and Reflections on Theory

## GRADE ASSIGNMENT

All components within U of L Graduate Studies & Research in Education programs that use a percentage procedure will use the following table for determining the final grade. Calculation of the final grade for this course will be from the marks obtained on each course assignment and by taking into consideration the percentage weighting assigned to each assignment. A letter grade will be given to the percentage as indicated below:

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 a Graduate Studies & Research in Education graduate 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

## STUDENT CONDUCT AND ACADEMIC HONESTY

As you begin your journey to become a master's level counsellor, you will be held to a high standard of conduct. As a graduate student at the University of Lethbridge, you are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar ([www.uleth.ca/ross/academic-calendar/sgs](http://www.uleth.ca/ross/academic-calendar/sgs)).

In addition, as a student in the Faculty of Education, you are required to adhere to the conduct expectations as set out in the *Standards of Professional Conduct - MEd (Counselling Psychology) and Master of Counselling Students*.

<https://www.uleth.ca/education/programs-degrees/graduate-programs/current-grad-students/professional-conduct>

You are also expected to adhere to the following codes of ethics and standards of practice.



*Canadian code of ethics for psychologists* (4<sup>th</sup> ed.).  
[https://cpa.ca/docs/File/Ethics/CPA\\_Code\\_2017\\_4thEd.pdf](https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf)

*College of Alberta Psychologists Standards of Practice*  
<http://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>

*Canadian Counselling and Psychotherapy Association Code of Ethics*  
[https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics\\_en.pdf](https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf)

**What happens if you are caught cheating? Plagiarizing?** The consequences for this are quite severe. A grade of zero (fail) is given to the students who were involved in submitting or helping to submit an assignment that involved academic dishonesty. Beyond a failing grade on the assignment, consequences may include, but not be limited to, receiving a failing grade in the course and/or suspension/required withdrawal from the course and/or possibly from the university. Please be sure that you have familiarized yourself with the university's discipline policy referenced in the first paragraph of this section.

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that written assignments submitted in this course may have their originality verified using this system.

## PRIVACY AND CONFIDENTIALITY

- Please only share personal information that you feel comfortable sharing with your classmates and instructor, knowing that there are no guarantees of privacy or assurances of how the information will be received or used by others.
- The personal information your classmates and your instructor Alyson, and her guests, 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.
- If you decide to share personal information about others, then—unless you have the person's specific permission—please do not mention any identifying information about the person's story (e.g., no "real" names, no agency). Keep the disclosure broad rather than specific.
- If you are aware of any situations where individuals are not honouring 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 Alyson as soon as possible.
- Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.
- 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, and so on, there is no guarantee of confidentiality.
- As a registered psychologist who adheres to my own moral code, the *Canadian Code of Ethics for Psychologists*, and the *College of Alberta Psychologists Standards of Practice*, I am obligated to get

help for those whom I learn are in harm's way, including animals. This may mean that I need to disclose where, from whom, and how I learned about the person/animal in harm's way.

## ACADEMIC ACCOMMODATIONS

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, as necessary, for guidance and assistance. (<http://www.uleth.ca/ross/accommodated-learning-centre/>)