

University of
Lethbridge



Faculty of
Education

(DRAFT)

MASTER OF COUNSELLING PROGRAM CAAP 6605

Foundational Counselling and Conflict Resolution Skills

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

Summer Term, 2019

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

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

CONTACT INFORMATION:

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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, Blythe Shepard, and Keri Flesaker.

CALENDAR COURSE DESCRIPTION:

Focuses on the understanding and acquisition of skills that are essential for the development of working alliances in counselling contexts. The course will introduce a theoretical framework for the application of counselling skills in addition to providing opportunity for skill practice.

GENERAL COURSE OVERVIEW:

CAAP 6605 is focused on developing the communication skills necessary to establish a solid working alliance with clients offering various presenting issues and having diverse backgrounds. Research has shown that the technique or theory chosen to address client issues and induce change is less important than the working relationship between therapist and client. Consequently, this course will be highly interactive and will require a high degree of involvement on the part of students. There will be ample opportunity to learn the skills through live practice and examination of videotapes created by the students in the course.

The course is delivered in a blended format with course prereadings, posted in Moodle and to be completed before the start of the Summer Institute on July 15, and 12 face-to-face sessions during the Summer Institute.

COURSE OBJECTIVES:

By the end of this course, students will achieve the following objectives (listed in no particular order):

- a) Demonstrate the acquisition of a knowledge base regarding the purposes, attitudes, and skills necessary for developing an effective working alliance with clients;
- b) Demonstrate a developing awareness of self-factors, including self-reflection, and self-exploration in becoming an effective counsellor;
- c) Understand and follow the phases/stages of the counselling process;
- d) Develop and maintain professional boundaries;
- e) Understand counselling as a cultural practice;
- f) Identify and effectively demonstrate the following groups of core interpersonal communication skills:
 - Rapport building
 - Responding skills
 - Engagement or invitational skills
 - Challenging skills
 - Structuring skills
- g) Establish a collaborative helping relationship, structure a counselling interview, gain information, and clarify client needs
- h) Examine alternate perspectives and develop appropriate actions with respect to issues presented; and
- i) Be introduced to conflict resolution techniques and strategies.

RESOURCES

Required:

Young, M. E. (2013). *Learning the art of helping: Building blocks and techniques* (6th ed.). Upper Saddle River, NJ: Pearson Education.

Course handouts and additional readings posted by the instructor in Moodle for CAAP 6605, Summer 2019.

Required Materials:

- Two (2) USB sticks with sufficient memory for 15-30 minute long videos of high quality.
- Headphones (optional)
- External microphone (optional)
- Web camera (external or built in)
- Laptop to video record (if you do not have one available for the Summer Institute, please let the instructor know prior to the SI so that arrangements can be made for you to borrow equipment).

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.

ATTENDANCE

CAAP 6605 is a skills-based, experiential course designed for you to develop and demonstrate specific counselling behaviours. As a result, there is no way of making up for missed classes. Attendance at each of the 12 Summer Institute sessions is mandatory. Missing a class may result in your being required to withdraw from the course and repeat it at a later date. This may seriously affect your ability to graduate on time with your cohort. If you cannot commit to full attendance, please contact Alyson as soon as possible to discuss your situation.

COURSE ASSIGNMENTS: ¹

The assignments in this course are designed to be practical and hands-on to further the development of your working alliance skills. The instructor will mark the assignments in this course, sometimes with help from the Teaching Assistant assigned to this course.

1. Prereading Report:.....10%

DUE DATE: July 12

OVERVIEW: This assignment is designed to help you focus your reading and develop resources around the working alliance. In order to be able to participate fully and get the most out of the SI experience, it is critical that students have completed the required readings prior to the start of the SI.

DESCRIPTION OF ASSIGNMENT:

A detailed description of the assignment will be posted in Moodle.

2. Skill Demo (Self-Analysis).....15%

DUE DATE: 10-minute video to be submitted to the instructor on a USB on July 17
Transcript and self-analysis form due July 19 through Moodle.

OVERVIEW: The aim of this assignment is to learn how to follow a client and accurately reflect both feelings and content. In marking this assignment, the emphasis will be on your ability to create top-notch alternative responses and to analyze your responses.

DESCRIPTION OF ASSIGNMENT:

1. Find a partner in class to be your client. You will reverse roles after the first tape and do a second taping.
2. Make an audio or video recording of a 10-minute interview in which you help a class member to work through a personal concern (do not script or rehearse; also, do not use a personal concern that you do not feel comfortable sharing in this venue). This is a first session.
3. Transcribe as few as **three** and as many as **five FULL CONSECUTIVE** (one after another) interactions verbatim (word for word) from the interview. (Start and end the transcription with a client statement.) Encouragers should be included but do not count as part of the total number of responses. Choose the **BEST THREE** of how ever many you have transcribed and highlight your choice in some way. Numbering them is the most straightforward way. (If you do not highlight responses, the first three will be evaluated regardless of the total number.)
4. Complete the self-analysis form for this assignment found in Moodle.

¹ 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.

3. Skill Demo Video.....50%

DUE DATE: 15- to 20-minute video to be submitted to the instructor on a USB on July 25.
Transcript and coding sheet due Aug. 2 through Moodle.

OVERVIEW: The aim of this assignment is to demonstrate your command of the skills learned in this course. The focus of the counselling skills demonstration will be on your ability to explore a client’s presenting issue during a first session. Each student is to submit a tape showing her/himself in the role of helper.

DESCRIPTION OF ASSIGNMENT: Students are to provide a demonstration of their counselling skills in a simulated context of a first session through the submission of the following elements:

- a video example of their counselling skills (minimum length 15 minutes; maximum length 20 minutes);
- a verbatim transcription of the session; and
- a coding sheet (posted in Moodle) identifying the particular counselling skills used, an evaluation/analysis of the effectiveness and quality of each skill, an alternate response, and an overall summary of the effectiveness of the interaction (self-reflection).

4. Reflections (5 in total).....25%

DUE DATES: July 16, 18, 20, 23, 25

OVERVIEW: These reflections are an opportunity to personalize your learning by considering how what you are learning is affecting your growth as a counsellor.

DESCRIPTION OF ASSIGNMENT: Respond to a topic that we discuss in class or from the textbook. Use this as an opportunity to be mindful. Ask yourself: Why did I choose this topic? What resonated with me? What troubled me? How will this affect my practice as a counsellor? Write and submit a 1 page, double-spaced reflection through Moodle.

TENTATIVE COURSE SCHEDULE

While formal instruction in this course will be carried out during the 12 sessions at the Summer Institute from July 15 to July 26, students will need to complete prereadings posted in Moodle during the month of June in order to be fully prepared for the Summer Institute.

LESSON	TOPICS
July 15, 9:00-12:00	Welcome and Introductions; Stages of the Helping Process; First Sessions
July 15, 1:00-4:00	Orientation; Listening for the ABCs in a Session; Setting Boundaries
July 16, 9:00-12:00	Non-judgemental Listening Cycle; Building Rapport
July 16: 1:00-4:00	Library Session #1
July 17: 9:00-12:00	Reflecting Skills (Part 1)
July 18: 9:00-12:00	Reflecting Skills (Part 2)
July 18: 1:00-4:00	Reflecting Skills (Part 3)
July 22: 9:00-12:00	Communication Across Cultures
July 22: 1:00-4:00	Goal Setting Skills
July 23: 9:00-12:00	Challenging without Therapeutic Rupture; Healing a Rupture
July 23: 1:00-4:00	Library Session #2
July 24: 9:00-12:00	Comprehensive Skills Practice
July 25: 9:00-12:00	Compassionate Assertiveness in Conflict Resolution
July 25: 1:00-4:00	Putting It All Together; Course Wrap Up

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).

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 (4th ed.).
https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf
College of Alberta Psychologists Standards of Practice
<http://www.cpa.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

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 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 is neither guarantees of privacy nor 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/>)