



## **EDUC 5706 Counselling Psychology: Interventions**

# **COURSE OUTLINE**

**Spring 2020**

**Mondays: January 6 – April 3**

**12:00 p.m. to 2:50 p.m. Room: M1004**

<b>Instructor:</b>	<b>Dr. Sandra Dixon, R. Psych.</b>	Admin Support: Margaret Beintema
<b>Office:</b>	<b>TH 309</b>	Office: TH 323
<b>Phone:</b>	<b>403-380-1834 (office)</b>	Phone: 403-329-2732
<b>Email:</b>	<b><a href="mailto:sandra.dixon@uleth.ca">sandra.dixon@uleth.ca</a></b>	Email: <a href="mailto:margaret.beintema@uleth.ca">margaret.beintema@uleth.ca</a>

Meetings may be scheduled by appointment and may occur face-to-face, via telephone, or web conference.

I am 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. **\*Email response time:** Please expect up to 48 hours turnaround time for email responses. Please resend your message if you have not received a reply in this timeframe as I may not have received it.

Please preface email subject line with [EDUC 5706\\_Spr2020](#)

**Note: I will NOT be checking emails on Sunday. Consider this your day for self-care and rest (if you so choose).**

### **Calendar Description**

Theoretical and practical framework for the planning and implementation of client change interventions in counselling. Students work in a variety of simulated contexts to gain practice using a range of frequently used counselling interventions that have demonstrated clinical efficacy.

**Credit Hours:** 3.00      **Contact hours per week:** 3-0-0

**Prerequisite(s):** Admission to the cohort for which the course is being offered

**Corequisite(s):** Education 5704 and Education 5705

**Equivalent:** CAAP 6615 (CAAP 615)

### **Course Overview**

**OVERVIEW:** This course combines a theoretical and practical focus to develop a framework from which to plan and implement client change interventions in a variety of contexts. I assume that students have already mastered a repertoire of basic skills for establishing a working alliance and have the ability to use those skills in the design and implementation of intervention strategies that help promote change that is consistent with client goals. The teaching time will be split between lectures and classroom activities that develop the theoretical background for interventions, as well as lab activities that provide opportunity for skill development in a range of frequently used counselling interventions.

### **Course Objectives**

Upon successful completion of this course, it is expected that students will be able to:

- Demonstrate competence in foundational skills and the ability to form a working alliance with clients
- Describe a range of interventions/strategies for promoting client change
- Demonstrate competence in the application of specific interventions
- Select and justify interventions that are appropriate for client issues
- Describe a framework for case conceptualization and intervention planning;
- Demonstrate the ability to implement the framework in a counselling context;
- Critically evaluate the intervention efficacy, including appropriateness, process followed, and outcomes attained
- Engage in self-reflection, self-exploration, and self-reflexive knowledge through the process of developing counselling interventions.

### **Required Course Resources**

- ◆ American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.
- ◆ Erford, B. T. (2019). *45 techniques every counselor should know* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill/Pearson Education, Inc.
- ◆ Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning cognitive behavior therapy: An illustrated guide*. Arlington, VA: American Psychiatric Publishing, Inc.

**Please note:** Books maybe available through the U of L book store or publisher. See link for bookstore:

<http://www.uleth.ca/bookstore/>

### **Supplementary Resources**

*Canadian Code of Ethics for Psychologists* (3<sup>rd</sup> Edition (2000)). Available at [www.cap.ab.ca](http://www.cap.ab.ca) and [www.cpa.ca](http://www.cpa.ca)

#### **Supplemental Texts**

- Berman, P. S. (2010). *Case conceptualization and treatment planning: Integrating theory with clinical practice* (2nd ed.). Los Angeles, CA: Sage.
- Cormier, S. & Hackney, H. (2014). *Counseling strategies and interventions* (8th ed.). Toronto, ON: Pearson Education Inc.
- Paré, D. A. (2013). *The practice of collaborative counseling and psychotherapy. Developing skills in culturally mindful helping*. Thousand Oaks, CA: Sage Publications.
- Young, M. E. (2012). *Learning the art of helping: Building blocks and techniques*. Columbus, OH: Pearson Education Inc. (with CD Rom)

#### **Supplemental Articles**

Schwitzer, A. M. (1997). The inverted pyramid framework applying self psychology constructs to conceptualizing college student psychotherapy. *Journal of College Student Psychotherapy*, 11(3), 29-47. doi: 10.1300/J035v11n03\_05 [through library]

Schwitzer, A. M., Boyce, D., Cody, P., Holman, A., & Stein, J. (2005). Clinical supervision and professional development using clients from literature, popular fiction, and entertainment media. *Journal of Creativity in Mental Health*, 1(1), 57-80. doi: 10.1300/J456v01n01\_06 [through library]

**Counselling Psychology Journal Resources:** Of particular importance to this course are the following journals:

### **Behaviour Change**

Canadian Journal of Counselling  
Journal of Mental Health Counselling  
Counsellor Education and Supervision  
Elementary School Guidance and Counselling  
Imagination, Cognition and Personality  
Journal of Applied Behaviour Analysis  
Journal of Counselling and Development  
Journal of Consulting and Clinical Psychology  
Journal of Behaviour Therapy and Experimental Psychiatry

### **Behaviour Therapy**

Canadian Journal of Psychology  
Canadian Psychology  
American Psychologist  
School Counselling  
Counselling Psychologist  
Journal of Applied Psychology  
Journal of Psychology and Theology  
Journal of Counselling Psychology

**\*\*Note:** Additional readings, when required, will be provided and posted on Moodle to supplement your learning and reflection at the instructor's discretion.

### **Additional Course Resources:**

Resources by the instructor, when required, will be posted in Moodle to augment the weekly readings, discussion forums, and assignments (e.g., journal articles, videos, audio recordings, etc.).

### **Recommended/Useful Resources:**

- ☞ **For Moodle:** <http://moodleanswers.com/> & <http://www.moodleanswers.com/index.php/information>
- ☞ **For general IT assistance:** <http://www.uleth.ca/information-technology/desktop/help;>  
<http://www.uleth.ca/information-technology/services>
- ☞ **For Library:** [http://libguides.uleth.ca/c.php?g=520227;](http://libguides.uleth.ca/c.php?g=520227) For a full list of helpful guides for library users, see: <http://www.uleth.ca/lib/>
- ☞ **For APA:** <https://owl.english.purdue.edu/owl/resource/560/10/>

### **Required Materials**

- **Two** USBs
- Headphones
- External microphone (optional)
- Laptop to video record (if you do not have a laptop, please let the instructor know and I can make arrangements for you to borrow one)

### **Course Structure**

This course is designed to provide a dynamic and interactive learning process drawing on the contributions of both students and instructor. As an instructor, my role will be to help facilitate students' in-class learning within a safe and respectful environment. Throughout the course process, I will be intentional in asking critical and reflective questions, offering insights, and providing constructive feedback, when and where necessary. Within the class context, space will be provided for students to engage with each other, share ideas, and enhance their learning as counselling professionals in training.

### **Email Communication Protocol**

In email correspondence to the instructor, it is important to ensure that each student's correspondence express his/her needs and does not represent the voice of the collective cohort. All too often, a student's inquiry is phrased in language such as "we were wondering", the "class was thinking", "our cohort was wondering", etc. If you are writing on behalf of another it is imperative that you cc your email *separately to each individual* so s/he/they are informed of your communication. This way, there is no room for miscommunication and generalization.

Additionally, as there will be a lot of email correspondences in this course, responses from me will often be concise and to the point. I trust that you will be understanding and do not misinterpret this form of communication as being brusque and impersonal; this is not my intention. As emails can often be misinterpreted, should you have any concerns about any email correspondence from me, I would encourage you to follow up for any clarification, preferably via phone. This would be much appreciated.

### **Assignment Assistance**

I want you to succeed in this course; therefore, I am happy to support your learning by answering any questions or concerns you might have about course contents, assignments and/or class materials. However, to ensure equitability in the course, I will NOT read and provide feedback on any assignment prior to its submission. That said, please come see me, if you ever feel stuck with any aspect of the course. As your instructor, my primary goal is to support your growth, learning, and development as a counsellor-in-training.

### **Writing Expectations**

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th Edition. In addition, you will want to keep in mind the following points:

- Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure, and poor organization are unacceptable.
- Use **Canadian spelling** consistently.
- Submit all assignments typed, in Word document format, with a title page (see APA Publication Manual for sample), unless otherwise indicated.
- Unless otherwise indicated, **submit your assignments through the Moodle system**. Electronic files should be saved as: **FirstName\_LastNameInitial\_course\_assign name\_date.doc (or .docx)**.
- Number all pages. Insert your last name in the header with the page number on all pages.
- All major papers should be double-spaced, unless otherwise indicated in assignment's criteria.
  - Include a reference page with proper APA formatting.
  - Page requirements do not include title page, references, and appendices (if appropriate).
- Smaller assignments may have different writing criteria. Please see assignment documents.
- Rewriting/redoing of assignments after they are handed in, or completing supplementary assignments, is not permitted.
- **Late assignments will be penalized 5% per day (incl. weekends), even if it is past the deadline on the same day.**
- Papers over page limit will be deducted 1 mark per page from overall assignment grade.
- All assignments **MUST** be handed in for you to get a final grade for the course.

## Evaluation

All assignments MUST be handed in for you to receive a passing grade in the course. The student's final grade for the course will be based on the student's performance in the following outlined course activities.

Course Activity	Wt	Tentative Due Date
<b>Assignment #1: Individual Work</b> <b>CASE CONCEPTUALIZATION &amp; TREATMENT PLANNING GUIDE</b> <i>Guidelines for grading will be provided at the beginning of the course</i>	30%	<b>DUE Feb 10 @ 6pm MST</b>
<b>Assignment #2 (Part 1): Group Work</b> <b>WORKBOOK PEER LEADER GROUP PRESENTATION &amp; INTERVENTION DEMONSTRATION</b> <i>Guidelines for grading will be provided at the beginning of the course</i>	35%	<b>TBD</b>
<b>Assignment #2 (Part 2): Group Work</b> <b>PEER GROUP ASSESSMENT TOOL RUBRIC</b> <i>An assessment form is not required from the assessor only for the assesse(s).</i>	5%	
<b>Assignment #3: Individual Work</b> <b>MASTERING FOUNDATIONAL SKILLS</b> <i>Guidelines for grading will be provided at the beginning of the course</i>	20%	<b>Due: Mar 20 @ 6pm MST</b>
<b>Assignment #4: Individual Work</b> <b>ATTENDANCE, PREPARATION, &amp; CLASS PARTICIPATION</b> <i>Guidelines for grading will be provided at the beginning of the course</i>	10%	<b>Due: Mar 30 @ 6pm MST</b>
<b>Total</b>	<b>100%</b>	

**Note:** I will strive to grade and return assignments within **14 days** after they are received. If I need a longer time to mark the assignments, I will notify you.

**Grading rubrics are available on the Moodle site.**

## **Final Letter Grade**

The Faculty of Education at U of L has a standardized grading system for its graduate program.

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 a Faculty of Education master's level 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

## **Student Conduct**

Students 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)).

### **Standards of Professional Conduct**

Within the Faculty of Education graduate 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 for the field, as noted below.

*ATA Code of Professional Conduct:*

<https://www.teachers.ab.ca/TheTeachingProfession/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx>

*Standards of Professional Conduct for Master of Education Students:*

[http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct#MEd\\_Counselling](http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct#MEd_Counselling)

*College of Alberta Psychologists Standards of Practice:*

<http://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>

*Canadian Code of Ethics for Psychologists:*

[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 Code of Ethics:*

<http://www.ccpa-accp.ca>

## **Academic Accommodations**

Students with disabilities who require academic or nonacademic considerations to support their learning experience are invited to contact the Accommodated Learning Centre at the University of Lethbridge before their program begins [<http://www.uleth.ca/ross/accommodated-learning-centre/content/accommodations>]. Documentation of the accommodation/ability/disability and recommendations from a professional can be faxed to their office at (403) 329-2281. The student will then be contacted to discuss accommodations and notification of their instructors and/or professors. It is the student's responsibility to inform the instructor of necessary accommodations. Should the need arise the instructor can refer the student to the Accommodated Learning Centre for consultation and information.

## **Academic Honesty**

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

**Note:** In order to protect my intellectual property, I don't permit video and /or audio recording of any in class room interactions. If accessibility is an issue, please make appropriate arrangement with the Accommodated Learning Centre.

## **Confidentiality**

To create a safe place for students to share and process their thoughts, feelings and reactions related to the course content, we need to have a clear statement about the expectations we have regarding confidentiality and the sharing of personal information. By virtue of your participation in the University of Lethbridge MEd Counselling CAAP courses, you are required to adhere to the ethical practices discussed below. If, for some reason, you believe you cannot adhere to these expectations, you are required to discuss the matter with your course instructor **before** the course begins.

*What are the expectations regarding confidentiality and the sharing of personal information in University of Lethbridge CAAP courses?* Whatever you choose to share about yourself with others is entirely up to you, completely at your discretion. If you are doubtful about sharing specific aspects of your personal experiences, it is best that you wait until a time when you are more comfortable doing so. The personal information that your classmates and course instructors share with you is not to be discussed with anyone outside the course. There are no limitations on the length of time you are expected to continue protecting the confidences you have received from others. You will **never** have the right to share the personal information your classmates and course instructors have entrusted you with. There will be specific incidences where the speaker directs that the information being shared could be dispersed into the public domain. An instructor may, for instance, share with the class that having lost a client, she was grief stricken for months afterwards. In the course of explaining the details she may tell the class to feel free to share her story if it can be of benefit to others.

*Golden Rule:* If you have any doubts, about whether it is acceptable to share a specific piece of someone else's personal information, don't! *Caution:* While we will take all possible precautions to safeguard the information that is exchanged in this course, whether in discussion forums, web conferencing, E-mail, etc., we cannot provide you with a guarantee of confidentiality. Nonetheless, we hope that you will feel comfortable enough to exchange your ideas freely. *Exceptions to confidentiality:* According to professional codes of conduct, your course instructor may be required to break confidentiality in matters relating to, but not limited to the following circumstances: a child or dependent adult is in need of protective services, and/or someone's life is in imminent danger through suicide or the intentional actions of others. Please refer to the College of Alberta Psychologists for more details surrounding limits to confidentiality: [www.cap.ab.ca](http://www.cap.ab.ca)

*What if I want to talk to someone outside the course about a personal comment a student/instructor made?* If you feel you need to consult with someone outside the course on a personal comment made in the course, you may do so as long as you protect the identity of the individual you are discussing. This means, at no times, are you to release the person's name, age, gender or personal/professional background. Similarly, do not share any details about when or where the comment was made. 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. If you have anything further to add to this discussion regarding confidentiality and the sharing of personal information, please feel free to post your ideas in your course forum.

## **Withdrawal from an Online Course**

If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

## **Tentative WEEKLY COURSE SCHEDULE**

The essential elements described in this 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, for which students will be notified and provided that no student is disadvantaged by the change.

LESSON/WK	TOPIC	READING & TASKS
<b>Lesson 1</b> Jan 6-10	<ul style="list-style-type: none"> <li>• Welcome &amp; Introductions</li> <li>• Developing Skills</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Paré, D. A. (2013). Chapters 3-6 (<a href="#">on Moodle</a>).</li> <li>• Schwitzer, A. M. (1997). The inverted pyramid framework applying self psychology constructs to conceptualizing college student psychotherapy. <i>Journal of College Student Psychotherapy</i>, 11(3), 29-47. 10.1300/J035v11n03_05 [<a href="#">through library</a>]</li> <li>• Schwitzer, A. M., Boyce, D., Cody, P., Holman, A., &amp; Stein, J. (2005). Clinical supervision and professional development using clients from literature, popular fiction, and entertainment media. <i>Journal of Creativity in Mental Health</i>, 1(1), 57-80. doi: 10.1300/J456v01n01_06 [<a href="#">through library</a>]</li> </ul>
<b>Lesson 2</b> Jan 13.-17	<ul style="list-style-type: none"> <li>• CBT Principles, Therapeutic Relationship, Case Formulation &amp; Structuring</li> </ul>	<ul style="list-style-type: none"> <li>• Wright et al. (2017) • Chapters 1- 4</li> </ul>
<b>Lesson 3</b> Jan 20-24	<ul style="list-style-type: none"> <li>• CBT Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Wright et al. (2017) • Chapters 5 &amp; 6</li> <li>• Erford (2019) • Chapters 14, 21, 22, 23, &amp; 24</li> </ul>
<b>Lesson 4</b> Jan 27-31	<ul style="list-style-type: none"> <li>• CBT Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Wright et al. (2017) • Chapters 7, 8, &amp; 10</li> <li>• Erford (2019) • Chapter 15</li> </ul>
<b>Lesson 5</b> Feb 3-7	<ul style="list-style-type: none"> <li>• Strength-Based Approaches:</li> <li>• Solution-Focused Brief Counselling Techniques</li> <li>• Stregnths-based Therapy - Narrative Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Erford (2019) • Chapters 1, 2, 4, 43, 44 &amp; 45</li> </ul>
<b>Lesson 6</b> Feb 10-14	<ul style="list-style-type: none"> <li>• Adlerian Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Erford (2019) • Chapters 6-10</li> </ul>
<b>Feb 17-21</b>	<b>Reading Days</b>	<ul style="list-style-type: none"> <li>• <b>Preliminary Feedback</b></li> </ul>
<b>Lesson 7</b> Feb 24- Feb 28	<ul style="list-style-type: none"> <li>• Gestalt Techniques</li> <li>• Humanistic Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Erford (2019) • Chapters 11-13</li> <li>• Erford (2019) • Chapters 17-20</li> </ul>

LESSON/WK	TOPIC	READING & TASKS
<b>Lesson 8</b> Mar 2-6	<b>PEER GROUP PRESENTATION &amp; INTERVENTION DEMONSTRATION</b> •	• TBD
<b>Lesson 9</b> Mar 9-13	<b>PEER GROUP PRESENTATION &amp; INTERVENTION DEMONSTRATION</b> • 2 Groups	• TBD
<b>Lesson 10</b> Mar 16-20	<b>PEER GROUP PRESENTATION &amp; INTERVENTION DEMONSTRATION</b> • 2 Groups	• TBD
<b>Lesson 11</b> Mar 23-27	• Suicidality	• Guest Speaker • Wright et al. (2017)• Chapter 9 • Additional Documents
<b>Lesson 12</b> Mar 30- Apr 3	• <b>Wrap-Up!</b>	• TBD

*(Many thanks to Dr. Blythe Shepard for sharing her course materials and her input.)*