

University of
Lethbridge



Faculty of Education

Counsellor Education Program: Master of Counselling

CAAP 6637

Group Counselling and Process Skills

COURSE OUTLINE

Summer Session, 2020 (May-August)

Blended Delivery

Note: This syllabus, except for required textbooks, is subject to change until the first day of the course.

Instructor: Michael Sorsdahl, CD, Ph.D (Educ), MA, R.Psyc, CCC, RCC
Office: Virtual office via Zoom (By appointment only)
Email: michael.sorsdahl@uleth.ca

Virtual meetings are scheduled by appointment through email, and may occur via telephone, or videoconference.

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**This course is administered through Moodle. <https://moodle.uleth.ca>**

**Credit Hours:** 3.0    **Contact Hours:** 3-0-0  
**Prerequisites:** CAAP 6601, 6603, 6605, 6607  
**Equivalents:** CAAP 637, EDUC 5620

### **CALENDAR DESCRIPTION**

This course will provide a conceptual understanding of group process, applied to a wide range of contexts and clientele. The course will build on the construct of the working alliance as a foundation for the counselling process and will incorporate various theories of group counselling and group process into an overall conceptual framework.

### **COURSE OVERVIEW**

CAAP 6637 is designed to provide both theoretical and practical knowledge in designing and facilitating groups. The course will review the various kinds of groups that counsellors are likely to offer during their careers, with primary emphasis on counselling groups and secondarily on psychoeducational groups. The exploration of groups will take place through a combination of online discussions, class discussions, experiential class activities, and participation in an experiential group. Core theoretical constructs are covered via selected readings, a graded assignment, and through critically analyzing a group counselling video.

## **COURSE OBJECTIVES**

| <b>Topics Covered</b><br>CACREP Standards 2009                                                                                                                                             | <b>Readings and Activities</b><br>Corey et al. (2018) | <b>Assignments/<br/>Assessment</b>                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.                 | Ch 1, 2, 5 - 9                                        | <ul style="list-style-type: none"> <li>• Discussion Forum</li> </ul>                                                                                            |
| Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.                                                 | Ch 2, 3, 5 - 9                                        | <ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• Small Group Skills Lab</li> </ul>                                                          |
| Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature                                                               | Ch 2, 4,<br>Additional Readings                       | <ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• Journal Article Review</li> </ul>                                                          |
| Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness                     | Ch 9, 10-11<br>Additional Readings                    | <ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• Group Proposal Assignment</li> </ul>                                                       |
| Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term | Group Process/Self-Reflection                         | <ul style="list-style-type: none"> <li>• Group Experience and Reflections</li> <li>• Small Group Skills Lab</li> <li>• Group Design, Co-Facilitation</li> </ul> |

## **REQUIRED RESOURCES/READINGS**

Corey, M.S., Corey, G., & Corey, C. (2018). *Groups: Process and practice* (10<sup>th</sup> edition). Brooks/Cole.

Corey G., Corey, M. Haynes, R. *Groups in Action: Evolution and Challenges Workbook*. Nelson.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

**Additional resources/readings will be posted on Moodle**

## **CLASS SCHEDULE**

Online Asynchronous Delivery runs from Monday – Friday on 4 specified weeks, requiring 7 hours min of dedicated time per week. 6 hours per week for reviewing additional material (example videos, etc.), 3 discussion questions on the weekly material, expecting 3+ posts per discussion question across the week, including additional research to support, and 1 hour of synchronous lab work monitored by Instructor/TA. Total minimum 28 hrs.

Summer institute period (Synchronous on-line delivery) is expected to be 3 hours for 5 days of group work. Total 15 hrs.

Total in-class time equivalent minimum: 43 hrs.

| <b>Online Delivery</b>                                                       | <b>Topics/Readings</b>                               | <b>Assessment of Learning</b>                                                                                                                                                                                                     |
|------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1<br>25 – 29 May                                                        | • Ch. 1 - 4                                          | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> <li>• Small Group Skills Practice Lab (min 1-hr)</li> </ul>                                                                                          |
| Week 2<br>8 – 12 Jun                                                         | • Ch 5 - 6                                           | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> <li>• <b>DUE:</b> Assignment 1 – Best/Worst Group Experience by Friday of that week</li> <li>• Small Group Skills Practice Lab (min 1-hr)</li> </ul> |
| Week 3<br>22 – 26 Jun                                                        | • Ch 7 - 9                                           | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> <li>• <b>DUE:</b> Journal Article Review by Friday of that week</li> <li>• Small Group Skills Practice Lab (min 1-hr)</li> </ul>                     |
| Week 4<br>6 – 10 Jul                                                         | • Ch 10 - 11                                         | <ul style="list-style-type: none"> <li>• Discussion Forum Participation</li> <li>• Small Group Skills Practice Lab (min 1-hr)</li> </ul>                                                                                          |
| Prior to SI                                                                  |                                                      | <ul style="list-style-type: none"> <li>• <b>DUE:</b> Assignment 2 - Group Design, Proposal <b>17 Jul</b></li> </ul>                                                                                                               |
| <b>Summer Institute Period</b><br><i>(synchronous virtual participation)</i> | <b>Topics/Activities</b><br><b>(Only Afternoons)</b> | <b>Assessment of Learning</b>                                                                                                                                                                                                     |
| Day 1<br>27 Jul                                                              | • Afternoon: Team Building Activities (Group Work)   | <ul style="list-style-type: none"> <li>• Group Process/Self-Reflection</li> <li>• <b>DUE:</b> Group Co-facilitation: Session Plan</li> </ul>                                                                                      |
| Day 2<br>28 Jul                                                              | • Afternoon: Student Co-Facilitation (Group Work)    | <ul style="list-style-type: none"> <li>• Group Process/Self-Reflection</li> </ul>                                                                                                                                                 |
| Day 3<br>29 Jul                                                              | • Afternoon: Student Co-Facilitation (Group Work)    | <ul style="list-style-type: none"> <li>• Group Process/Self-Reflection</li> </ul>                                                                                                                                                 |
| Day 4<br>30 Jul                                                              | • Afternoon: Student Co-Facilitation (Group Work)    | <ul style="list-style-type: none"> <li>• Group Process/Self-Reflection</li> </ul>                                                                                                                                                 |
| Day 5<br>31 Jul                                                              | • Afternoon: Large group closing                     |                                                                                                                                                                                                                                   |
| After SI                                                                     |                                                      | <ul style="list-style-type: none"> <li>• <b>DUE:</b> Group Co-facilitation: Video, Individual Evaluation of Performance <b>6 Aug</b></li> </ul>                                                                                   |

***Mandatory attendance for all classes is required.***

*In exceptional circumstances where you will be absent, notify the instructor in advance*

## **GRADING GUIDELINES**

| <b>Numeric Value</b>                                                                                                            | <b>Letter Grade</b> | <b>Grade Point</b> |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------|
| 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 Faculty of Education master's programs.</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               |

## **COURSE ASSESSMENTS/ASSIGNMENTS**

Evaluation will be based on the following summative assessments/assignments, although formative assessment opportunities will be made available to allow students to refine their work. Additional details will be provided on the course Moodle for all assignments.

All written assignments are to meet pre-submission criteria including APA 7<sup>th</sup> edition for student papers formatting and writing requirements and will be within the stated page limits. **Assignments not meeting the pre-submission criteria will not be graded until the pre-submission criteria are met.**

### **1. Small Group Labs: mandatory**

**Due: Each week of asynchronous period**

You are required to sign-up for small groups during the first week of the asynchronous period in the small group sign-up wiki, and find an available lab time that is listed in the Lab Sign-up Wiki. You will sign-up for a 2-hour period, however only the first hour is mandatory, and will be attended by the TA/Instructor. You will be required to conduct these labs each week of the asynchronous period (4 times total). These small group labs are not graded, however are mandatory to attend in order to be successful in the course. Your small group will join a videoconference (Zoom) that will be outlined in moodle, and the TA/Instructor will take you through the practice process of certain major group facilitation skills, where you will receive feedback from your group members and the instructor/TA. The second hour is for continued practice, however the TA/Instructor will not remain in attendance.

### **2. Discussion Forum Participation: 30%**

**Due: Each week of asynchronous period**

All posts required for that week are **due by Friday of that week.**

Each week, discussion questions/topics will be posted. These questions are to help students understand and explore course materials, showing comprehension of the learning objectives.

Your discussion grade will be evaluated on:

### **Quantity & Timeliness (15%)**

- Your posts should be between 150-200 words (post the word count at end to confirm - not including refs)
- An acceptable grade will require 3 meaningful contributions **per question**, though students are encouraged to contribute more. Note however, that quality counts more heavily than quantity. *Please note that, for highest marks, students should contribute 4 or more quality posts per discussion question.*
- You are expected to spend approximately 6 hours per week (representing time spent in the classroom in active learning), distributed throughout the week on 3 or more days, actively engaged in interactive discussion. Preparation time for contributing to these discussions (e.g. completing the requisite readings beforehand) will vary considerably depending on the readings posted for the week.
- The most highly valued conversations are those that are spread out over the week, that evolve as you read more and absorb the comments from peers and myself. To this end your first contribution to each question should be within the first two days of each week. Also note that the earlier you post, the more likely that you can make the major points first (and so avoid the struggle to avoid repeating what someone else has said).
- To improve your grade, try to participate daily in the discussions. However, if that's not realistic, post on at least 3 separate days, distributed throughout the week (e.g., Days 1-2, 3-4, 5).
- Posts submitted after the deadlines will result in significantly lower grades
- "Drive-by" posts (i.e., last minute contributions that do not extend the discussion because the discussion is essentially over by that time) will result in a significantly lower grade in this category.

### **Evidence of Reading (20%)**

- This portion of the grade reflects the degree to which you have read and absorbed, and then incorporated into the discussion, the readings assigned to the unit (or in some cases, to the specific questions themselves)
- This component also reflects the extent to which you have read other postings on the topic from your peers and have integrated their perspectives into the conversation
- While a single grade will be attributed to the student's overall contributions to all of the discussion questions (and so raises the temptation to focus heavily on one question over another), this category encourages students to engage in all the questions and topics provided

### **Critical Thinking, Synthesis, and Reflection (50%)**

- Ensure your posts take the discussion to a deeper level, contributing new perspectives from outside sources or examples, asking probing questions, and stimulating reflection and graduate level conversation
- Read what has already been posted (or, if starting the discussion, avoid regurgitating course readings and, instead, build on the readings by offering your insights, reflections, critique, concerns, or unique perspective – this comes from your own exploration into the topics)
- Demonstrate respect for differences in opinion; debate and critical reflection is encouraged but it must remain respectful
- Although encouragement and support for each other is appreciated, contributions must go beyond "cheerleading" to add something of substance to the discussion

### **Quality of Writing (15%)**

- Ensure "fat free" writing – APA formatting style is not expected, rather, focus on writing in a clear, intelligent, and professional manner (although you must use APA 7<sup>th</sup> Edition referencing format with reference list at the end of your post)
- Avoid mini-essays compiled in isolation; discussions are intended to be interactive and not insular

- Avoid colloquialisms and texting-style shorthand - professional grammar, spelling, and style is expected
- Provide clear and accurate citations and/or links to external references where necessary in APA.
- Clearly indicate and cite all direct quotations (plagiarism will result in a “Zero”)

*Please note that, for highest marks, students should contribute 4 or more posts per discussion question.*

Your discussion grades per question will be based on the rubric. You are expected to contribute to all posts in the weeks they are posted. In weeks 2 & 4, I will provide one grade reflecting your overall contributions to discussion during that period. The week 2 grade will be worth 40% of the final discussion grade (to get used to how it is done, and improve your performance), the week 4 grade will be worth 60% of the final discussion grade. The following is the rubric:

|                                 | <b>Quantity and Timeliness<br/>Weight = 15%</b>                                                                              | <b>Evidence of Reading<br/>Weight = 20%</b>                                                                                                                                                                              | <b>Critical Thinking, Synthesis and Reflection<br/>Weight = 50%</b>                                                                                                                                                                                                                                                                                                                                                      | <b>Quality of the writing<br/>Weight = 15%</b>                                                                                                                                                              |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade range:<br/>80-100%</b> | <p>3 or more quality posts per question</p> <p>Posts distributed across 3 or more days</p> <p>Avoids “drive by” posting.</p> | <p>Provides solid evidence in most or all posts of having mastered the readings and peer contributions, as indicated by the use of concepts in the postings.</p> <p>The level of understanding is high to excellent.</p> | <p>All or most posts demonstrate synthesis, on-topic focus, continuity, and presentation of ideas</p> <p>All or most posts consistently and accurately use appropriate terminology.</p> <p>All or most posts make logical arguments and demonstrate sound critical thinking.</p> <p>All or most posts add significantly to the depth and scope of peer posts through reflective observation and critical commentary.</p> | <p>No grammatical, spelling, or citation errors</p> <p>Always avoids mini-essays</p> <p>Most posts are in the 150 – 200 word range</p> <p>All or most posts are logically organized and clearly written</p> |
| <b>Grade range:<br/>70-79%</b>  | <p>2 quality posts per question</p> <p>Posts distributed across 2-3 days</p> <p>Mostly avoids “drive by” posting.</p>        | <p>Provides some evidence in several posts of having mastered the readings and peer contributions, as indicated by the use of concepts in the postings.</p> <p>The level of understanding is basic.</p>                  | <p>At least half of the posts demonstrate a reasonable degree of synthesis, on-topic focus, continuity, and presentation of ideas</p> <p>Most posts generally use appropriate terminology.</p> <p>Several posts make logical arguments and</p>                                                                                                                                                                           | <p>Only a few grammatical, spelling, citation or referencing errors.</p> <p>Generally avoids mini-essays</p> <p>Keeps at least half of the posts in the 150 – 200 word range.</p>                           |

|                           |                                                                                                                             |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                     |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           |                                                                                                                             |                                                                                                                                                                              | demonstrate sound critical thinking.<br><br>Posts usually add to the depth and scope of peer posts through reflective observation and critical commentary.                                                                                                                                                                                                                  | Posts are typically logically organized and clearly written.                                                                                                                                                                                                        |
| <b>Grade range: 0-69%</b> | Less than 2 posts per question<br><br>Posts clustered into 1 or 2 days<br><br>Includes some last minute “drive by” postings | Provides little or no evidence that the required readings have been studied, as indicated by the use of concepts in the postings.<br><br>The level of understanding is poor. | Few or none of the posts demonstrate much synthesis, on-topic focus, continuity, and presentation of ideas<br><br>Few or no posts use appropriate terminology.<br><br>Few posts make logical arguments or demonstrate sound critical thinking.<br><br>Posts do not usually add to the depth and scope of peer posts through reflective observation and critical commentary. | Many grammatical, spelling, citation or referencing errors.<br><br>May include several mini-essays or brief posts offering little value<br><br>Most posts well above or below the 150 – 200 word range<br><br>Few posts are logically organized or clearly written. |

You are expected to read the text, online references and material each week and be prepared to discuss and work from knowledge of this material from near the beginning of the week. Your engagement with the online discussion forums and bringing in your learning from the course material is indicative of your understanding of the information.

**3. Best and Worst Group Experience: 15%**

**Due: 12 Jun**

Students will reflect upon their best and worst group experiences and choose one of each to reflect upon and analyze. Students will reflect on the following aspects of their experiences: What lead up to the experience? What role did the leader play in this event? What role did fellow group members play? What role did you play in this experience? Students are expected to incorporate learning from the course readings, class discussion and/or videos into their reflections. Papers will be graded based on clarity of writing, consistent thesis development, integration of course materials and current research through critical analysis, and overall readability. Grades will not be based on any way on the content of the reported group experiences, purely on the critical analysis of it. Approximately 5 pages double spaced (not including title page and references) in 12 pt font in APA student paper format.

**4. Journal Article Review: 10%**

**Due: 26 Jun**

- Review **one (1)** recent, peer reviewed journal articles related to specific therapeutic group counselling/psychotherapy theory or techniques that are of interest to you.
- These articles cannot be directly related to your group proposal. It is designed to expand your knowledge in group theory and concepts.

- The article review will be **one page** long, in APA student paper format, and include:
  - Brief summary of the article including theoretical basis/background, method, results, conclusions.
  - Critical analysis of article including discussion of the implications of the research, strengths, and limitations based on the application of the material covered in the course.

## 5. Group Design, Proposal - 20%

**Due: July 17**

You will design an original group proposal. The group may target any age range and counselling related topic. There are examples in your text of how a group proposal is structured (Ch 11/12) (*e.g., parenting groups, disordered eating, assertiveness, groups for those that are in or have left abusive relationships, managing math anxiety, depression or anxiety, coping with divorce, career counselling, self-esteem, shyness, addictions, dealing with anger, survivors of suicide, self harm healing group, stress management, coping with cancer, saying good-bye to cutting, grief and loss group, pre-marriage group, couples counselling, career counselling, recovery group for those who have experienced burn out, etc.*)

### • Topic Selection

**Due: Week 2 online**

Topics will be chosen via sign-up online and will be approved by the instructor.

### • Proposal: Submitted via Moodle, as one document.

This assignment requires students to integrate the course material with additional readings/research to design a proposal for a therapy group in the student's area of interest.

Each proposal must include:

- Overview of the research related to the group topic
- Theoretically-based rationale for the group and why it is a good fit for the chosen topic/population
- Goals and objectives
- Description of the purpose and content that will be presented
- Cultural and ethical considerations
- Description of the group process/plan
  - Pre-group screening (inclusion/exclusion criteria and screening process)
  - Roles of facilitators
  - Group counselling consent process (include forms in an appendix)
  - Marketing plan (include poster and recruitment material in an appendix)
  - Number of members, context, resource considerations
  - Number of sessions, brief description of each session (including goals and activities/techniques to facilitate process)
  - Evaluation process to assess efficacy related to goals

## 6. Group Facilitation - 25% (During the Synchronous phase)

With a partner, you will design a group session which you will facilitate online during the synchronous portion of the course.

This assignment include two components:

Each student will take on the role of group facilitator in a simulated counselling group made up of their colleagues (i.e. in their small groups). The leader role will take on at one of four developmental stages (Initial, Transition, Working, and Final Stages) with different group member roles taken on by your colleagues (that you will determine for your own growth and development). The simulation will last for 30 minutes and which will be videotaped/recorded. Students will then provide an analysis of the simulation focusing on several different areas including: facilitation skills, awareness of critical incidents, group member interactions, theoretical integration, personal strengths and weaknesses as a leader, and overall assessment of leader performance, including what you would have liked to have



done differently. The key thing here is that you are not being marked on your group facilitation skills; rather you are being marked on your ability to analyze a simulated group experience and your role as the facilitator of that experience. You can do incredibly awful in facilitating the group and it won't affect your grade as long as you made the effort to be professional in your interactions and as long as you were able to provide an effective analysis of the experience. Approximately 8-10 pages (not including title page and references) double spaced in 12 pt font – APA format.

**A. Group Co-facilitation: Session Plan** **DUE: 27 Jul (First Day of Synchronous)**

Each student will take on the role of lead group facilitator in a simulated counselling group made up of their colleagues (i.e. in their small groups). The leader role will take on at one of four developmental stages (Initial, Transition, Working, and Final Stages) with different group member roles taken on by your colleagues (that you will determine for your own growth and development). Design a 1 hour on-line group session process that you will co-facilitate with another student in your small group. For your session you will be the lead, and you will utilize your co-facilitator as part of your session plan. This is to be communicated and consulted with your co-facilitator before submission. The session plan should be no more than 3 pages with all “material” required to facilitate your session as determined by your plan. You will submit this session plan on the first day of the synchronous phase of the course, to ensure it meets the requirements.

**B. Group Co-facilitation: Individual Evaluation of Performance** **DUE: August 5**

During the synchronous phase of your course, you will co-facilitate the group session you designed in Part A. The session will be recorded and you will provide the recording to the professor/TA to review in conjunction with your written assignment. The purpose is to demonstrate your understanding of group dynamics and processes within and after the group session. Focus on an evaluation of your demonstration of the group facilitation skills covered in this course. Include an analysis of the co-facilitator dynamics. The main emphasis in this assignment is on your ability to engage in high quality, self-evaluation of your strengths and areas of needed professional development growth as a group counsellor. Resubmit your session plan for the session as an appendix in the paper. The quality of the session plan will be evaluated. Any discrepancy between the session indicated in the session plan and the actual session should be discussed in the reflection of your evaluation of the session. Students will then provide an analysis of the simulation focusing on several different areas including: facilitation skills, awareness of critical incidents, group member interactions, theoretical integration, personal strengths and weaknesses as a leader, and overall assessment of leader performance, including what you would have liked to have done differently. All of your analysis must be grounded in group theory, course material, and research to better understand what occurred. The key thing here is that you are not being marked on your group facilitation skills; rather you are being marked on your ability to analyze a simulated group experience and your role as the facilitator of that experience. You can do incredibly awful in facilitating the group and it won't affect your grade as long as you made the effort to be professional in your interactions and as long as you were able to provide an effective analysis of the experience. Approximately 8-10 pages (not including title page and references) double spaced in 12 pt font – APA student paper format.

**Notes**

\*\* **Late assignments** will be penalized 2% per day late (incl. weekends).

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**STUDENT RIGHTS and EXPECTATIONS**

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Students are expected to be familiar with the Academic Calendar (<http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/sgs/part04.pdf>) including but not

limited to: add/drop deadlines, Principals of Student Citizenship, Academic Regulations and Policies, and Standards of Professional Conduct. Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar. A few points are emphasized here:

- **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 (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.
- As outlined in the University calendar: “No student shall represent the words, ideas, images or data of another person as his or her own. This regulation will affect any academic assignment or other component of any course or program of study, whether the plagiarized material constitutes a part or the entirety of the work submitted.”

**Plagiarism is a form of intellectual dishonesty** in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction. However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position. The [APA website](#) offers information about the citation styles of the American Psychological Association. (Excerpt from CAAP 6615: Dr. B. Shepard).

Additionally, in the Faculty of Education graduate counselling psychology 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 as noted below.

- *College of Alberta Psychologists:* <https://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>
- *Canadian Psychological Association:* <http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>
- *Canadian Counselling and Psychotherapy Association:* <https://www.ccpa-accp.ca/ethics/>
- *Alberta Teachers' Association (when practicum is based in an educational setting):* <https://www.teachers.ab.ca/TheTeachingProfession/ProfessionalConduct/Pages/default.aspx>
- *Faculty of Education:* <http://www.uleth.ca/education/programs-degrees/graduate-programs/current-grad-students/professional-conduct>

The **personal information** your classmates and course instructors 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. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

**Recording lectures or class discussions is not permitted** unless the instructor and all audience members have granted permission in advance.

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## **COURSE POLICIES**

To support counselling psychology students in their studies, relevant faculty/staff discuss student performance with each other, which will be done in confidence and in a respectful manner. Your

course instructor/staff person may need to consult with university faculty/staff and/or access relevant professional or emergency services if a course instructor/staff member becomes aware that an identifiable person is in need of protective services (e.g., threat or intention of harm to self or others including suicide).

- If you are aware of any situations where individuals are not honoring 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 your instructor as soon as possible.
- 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, etc., there is no guarantee of confidentiality.

**Respect:** In order for this to be an optimal learning environment for you, it is critical that we treat each other professionally and with respect, including: regular and early participation in discussion forums; avoiding abusive language; avoiding use of cell phones, checking email, and using the internet during class; demonstrating respect for different opinions; and adhering to confidentiality. Confidentiality refers to not sharing identifying details of classmates' stories/experiences with others outside the course AND not talking to each other about other classmates' stories/experiences. Also, please only share what you are comfortable sharing in the class context.

**Learning responsibilities:** In order to be an active learner, you are responsible for reading and knowing the information in all assigned readings, even if not covered directly in class lectures. This information may be included in quizzes/exams and/or is expected to be integrated into your assignments, as appropriate. I rarely teach directly from the textbook; rather, I supplement your readings with additional information to maximize your learning opportunities. You are also expected to complete all course assignments.

**Attendance:** Mandatory attendance at all weekly lessons is required, except in exceptional circumstances approved by the instructor. Should you be absent from a lesson, you are required to assume responsibility for catching up on all the material and information missed by contacting a fellow classmate. If you are going to be absent, please notify the instructor.

**Academic accommodation:** If you have a disability that requires academic accommodation, please follow the procedures outlined in the university calendar. In addition, please notify the instructor within the first week of the start of the course or for a more recent disability, due to an accident or illness, no later than a week upon your return to class.

**Academic dishonesty:** Academic dishonesty is a very serious ethical issue and dishonesty will not be tolerated, including not properly crediting others when paraphrasing or quoting their work, copying another student's work, submitting work that is not completely your own (except in situations of group work), and submitting work (or substantial portions of work) previously submitted in another course. Please consult the U of L's calendar for the definition and consequence of this behaviour.

**Assignment assistance:** I want you to succeed in this course; therefore, I am happy to help answer any questions or concerns you have about assignments and/or class material. However, I am only able to help you if you come to me with your questions or concerns, so please come see me, as I am here to support you and your learning.

**Professional conduct:** All students in the course are required to adhere to the Standards of Professional Conduct as outlined in the most recent edition of the U of L Calendar, Faculty of Education section VI. Any violations will result in dismissal from the class and/or a failing course grade being awarded.