

**The University of Lethbridge
Faculty of Education**

CAAP 6615OL – Counselling Strategies and Interventions

Course Outline, Summer 2020

Instructor: Dr. Kerry Bernes, Professor and Registered Psychologist (Alberta)

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PLEASE NOTE: WITH THE EXCEPTION OF THE DISCUSSION FORUMS ON MOODLE, THIS COURSE IS SCHEDULED SYNCHRONOUSLY VIA ZOOM ON THE DATES AND TIMES NOTED ON THE CLASS SCHEDULE BELOW.

COURSE DESCRIPTION:

An intensive study of a variety of counselling techniques arising from counselling theories to address common presenting problems in children, youth and adults. Skill development in laboratory settings emphasizes counsellor self-evaluation, case conceptualization, the ethical practice of delivering the treatment plan, intervention efficacy, matching of interventions to client issues, and consultation issues.

PREREQUISITES:

Admission to the cohort for which the course is being offered and CAAP 601 AND CAAP 6605.

COURSE OBJECTIVES:

Upon completion of this course students will be able to:

- Describe a range of interventions/strategies for promoting client change;
- Select and justify interventions that are appropriate for client issues;
- Demonstrate competence in the design and application of specific interventions;
- Assess client needs and develop intervention programs to meet those needs; and
- Assess the efficacy of interventions used.

RESOURCES:

<https://www.apa.org/ptsd-guideline/ptsd.pdf>

<https://www.apa.org/depression-guideline/guideline.pdf>

<https://www.apa.org/obesity-guideline/clinical-practice-guideline.pdf>

Berman, P. S. (2010). *Case conceptualization and treatment planning: Integrating theory with clinical practice* (2nd ed.). Los Angeles: LA: Sage.

Bohart, A. C. and Todd, J. (1988). Foundations of Clinical and Counselling Psychology. Harper Collins: New York.

Carkhuff, R. R. (1993). The art of helping (7th ed.). Amherst, MA: Human Resource Development Press.

Carkhuff, R. R. (1993). The art of helping: Student workbook (7th ed.). Amherst, MA: Human Resource Development Press.

Cormier, S. & Hackney, H. (2014). *Counseling strategies and interventions* (8th ed.). Toronto, ON: Pearson Education Inc.

Corsini, R.J. and Wedding, D (1995). Current Psychotherapies (5th ed.). Itasca, IL: Peacock.

Egan, G. (1998). The Skilled Helper: A Problem-Management Approach to Helping (6th ed.). Brooks/Cole: Pacific Grove, California.

Erford, B. T. (2019). *45 techniques every counselor should know* (3rd ed.). Upper Saddle River, NJ: Merrill/Pearson Education, Inc.

Ivey, A. E. (1988). Intentional Interviewing and Counselling: Facilitating Client Development. Brooks/Cole: Pacific Grove, California.

Kanfer, F. H. and Goldstein, A. P. (1991). Helping People Change: A textbook of methods (4th ed.) Pergamon Press: New York.

Magnusson, K. C. (1991). Introduction to Counselling. Edmonton, Alberta: Life-Role Development Group.

Martin, D. G. (1983;1989). Counseling and Therapy Skills. Prospect Heights, Illinois: Waveland Press.

Martin, J. and Hiebert, B. A. (1985). Instructional Counselling: A method for counselors. University of Pittsburgh Press: London.

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.

COURSE EVALUATION:

The course evaluation will consist of 2 parts:

- | | |
|---|-----|
| 1. Term Paper: Treatment Planning Guide | 50% |
| 2. Presentation | 50% |

Assignment descriptions, due dates and grading criteria are attached.

NOTE: Unless prior arrangements have been negotiated with the instructor in advance, late assignments will not be accepted, and students will receive a score of “0” for that component of the course.

GRADING:

| 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 |
| 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 |

Note: Any course with a grade of less than **B-** cannot be considered for credit in a Faculty of Education **master's** level program. Any course with a grade of less than **B** cannot be considered for credit in a Faculty of Education **doctoral** level program.

STUDENTS WITH DISABILITIES POLICY:

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.

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)

Additionally, in 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/The-Teaching-Profession/ProfessionalConduct/Pages/default.aspx>

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

College of Alberta Psychologists Standards of Practice:

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

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

Canadian Counselling and Psychotherapy Association Code of Ethics:

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

PRIVACY AND CONFIDENTIALITY:

- Although we place a heavy emphasis in this course on your own settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.
- The personal information your classmates and instructor 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.
- 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.

TENTATIVE CLASS SCHEDULE:

| WEEK | TOPIC | DATE |
|------|--|---|
| 1 | <ul style="list-style-type: none"> • Discussion Forum on Moodle • Course Introductions by Zoom | <p>May 13-15</p> <p>Friday May 15 from 5pm to 7pm</p> |
| 2 | <ul style="list-style-type: none"> • Discussion Forum on Moodle | June 3-6 |
| 3 | <ul style="list-style-type: none"> • Discussion Forum on Moodle | June 24-27 |
| 4 | <ul style="list-style-type: none"> • Case Presentation on Zoom | Monday July 20 from 9-12 |

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|----|---|-----------------------------|
| 5 | <ul style="list-style-type: none"> • Zoom - The Elements of Effective Therapy/First and Second Order Change • Assessment Review/Clinical Interviews | Monday July 20 from 2-5 |
| 6 | <ul style="list-style-type: none"> • Zoom - Counselling Skills Review/The Role of Organicity in Intervention Planning | Tuesday July 21 from 2-5 |
| 7 | <ul style="list-style-type: none"> • Zoom - Affective/Trauma Interventions • Readings: https://www.apa.org/ptsd-guideline/ptsd.pdf | Wednesday July 22 from 9-12 |
| 8 | <ul style="list-style-type: none"> • Zoom - Cognitive Interventions • Readings: https://www.apa.org/depression-guideline/guideline.pdf | Wednesday July 22 from 2-5 |
| 9 | <ul style="list-style-type: none"> • Zoom - Behavioral Interventions • Sleep Problems/Sleep Hygiene • Stress Management, breathing, mindfulness, gratitude, behavioral activation, pleasurable activities, exercise and nutrition • Readings: https://www.apa.org/obesity-guideline/clinical-practice-guideline.pdf | Thursday July 23 from 9-12 |
| 10 | <ul style="list-style-type: none"> • Zoom - Career, Relationship and Financial Problems • Skill and Mental Training | Thursday July 23 from 2-5 |
| 11 | <ul style="list-style-type: none"> • Zoom - Presentations | Friday July 24 from 9-12 |
| 12 | <ul style="list-style-type: none"> • Zoom - Presentations | Friday July 24 from 2-5 |

ASSIGNMENTS:

Assignment 1: Term Paper: Treatment Planning Guide

Term Value: 50%

Due Date: July 24, 2020

Students will prepare a comprehensive treatment planning guide for the case study they wrote about in the discussion forum held during the week of June 3-6, 2020.

In your paper, describe explicitly how the identified problem would be assessed, conceptualized and treated. Begin by giving a description of the goals of the treatment guide. Then describe the sort of data that would be collected either for preassessment or evaluation purposes. Finally, describe in a detailed manner, how the plan should be implemented. In some cases, there might be several ways in which parts of the plan could be implemented. In such cases, describe the range of possibilities and then indicate which of the alternative approaches you would use and why, instead of merely listing all

the ways it could be done. It should be clear from your discussion that you know how to implement the plan from start to finish. Your discussion should be complete enough and specific enough that a colleague with a reasonable repertoire of basic counselling skills and an intact theoretical framework could follow the directions you provide and implement the plan.

Paper Outline and Mark Distribution

- Describe the relevant literature pertaining to the identified problem. Summarize the preferred treatment ideas for the identified problem and outline the general goals for treatment. (13 marks)
- Describe the data that would need to be collected to determine that this strategy was appropriate for a client and to evaluate the success of the plan. (7 marks)
- Provide examples of the specific counselling objectives that would normally be associated with the plan. (7 marks)
- Describe how to implement the plan. Be specific in this section. Identify the skills and interventions that would be used and describe how to sequence and integrate the skills and interventions in the execution of the treatment plan. (14 marks)
- Describe how to evaluate the success of the treatment plan. Be specific, refer to the objectives and describe the steps that would need to be taken to identify the degree to which the objectives had been met. (9 marks)

Assignment 2: Presentation

Term Value: 50%

Due Date: July 24, 2020

Students will present their treatment planning guides to the class. Please plan for a 15-minute presentation. Marks for the presentation will be allotted based on the following guidelines:

1. Clarity of the Description (25 marks).
2. Comprehensiveness of the Presentation (25 marks).