



Master of Education (Counselling Psychology) **EDUC 5705 Counselling Psychology: Theory**

COURSE OUTLINE

Fall 2020: Online

Tuesdays: September 15 – December 8
12:00 p.m. to 2:45 p.m.

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Territorial acknowledgement: *Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University is located in traditional Blackfoot Confederacy territory. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.*

I am best contacted by email. **Please preface the Subject Line of all emails with EDUC 5705 Fall 2020.** 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 during weekdays, with the exception of weekends and long weekends. Please resend your message if you have not received a reply in this timeframe as I may not have received it.

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

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### **Calendar Description (credit hours 3.0)**

Theoretical foundations in the various schools of psychotherapy. Psychoanalytic, humanistic, behavioural, cognitive, constructivist and systems therapies are covered.

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

*Equivalent: CAAP 6601 (CAAP 601)*

*Credit Hours: 3.00*

*Contact hours per week: 3-0-0*

### **Course Overview**

The focus of this course is on the theoretical frameworks that inform various counselling approaches. The course is designed to provide students with theoretical foundations in counselling psychology. We begin with a review of the nature and role of theory in professional practice, and then move onto critical analysis of each of the prominent theories in counselling psychology with a goal to integrate theory into practice.

## **Course Objectives**

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

- 1) Demonstrate an understanding of the key theories of human development and personality, including the advantages and limitations associated with each;
- 2) Understand the application of each theory to counselling practice including evidence for effectiveness;
- 3) Describe the many factors that influence the helping process – including social, cultural, and environmental factors, relationships, the level of commitment of the client, etc.
- 4) Describe how personal values, beliefs, experiences, attitudes, and individual differences influence our personal theory and style as counsellors;
- 5) Understand the importance of identifying and selecting appropriate counselling strategies and interventions based on theoretical constructs and associated with client needs;
- 6) Develop and articulate a personal theory of counselling (through the process of integrating course material, personal reflection, self-awareness, and feedback from peers and instructor.)

## **Required Course Resources**

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Boston, MA: Cengage Learning.

**Please note:** E-version/digital versions of books maybe available through the U of L book store or publisher.  
See link for bookstore: <http://www.uleth.ca/bookstore/>

**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.

## **Recommended/Useful Resources:**

☞ **For Moodle:** <http://moodleanswers.ca>

☞ [om/ & http://www.moodleanswers.com/index.php/information](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/resources/tips-tricks>; <http://www.uleth.ca/information-technology/services>

☞ **For Library:** <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/>

## **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 student 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.

## **Professional Writing Expectations**

It is expected that your writing meets the expectations of a graduate level program which includes abiding by the APA Publication Manual 7<sup>th</sup> 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\_Last Name\_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 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).
- Rewriting/redoing of assignments after they are handed in, or completing supplementary assignments, is not permitted.
- Papers over page limit will be deducted 1 mark per page from overall assignment grade.
- All assignments **MUST** be handed in for you to receive a passing grade in the course.
- Late assignments will be **penalized 5% per day (including weekends and past the deadline on the same day)**, unless an extension was granted in advance of the due date. Extensions will only be granted in exceptional circumstances.

## **Sample Assignments**

They are not mandatory for courses and are **ONLY** provided if and when available with student permission. Sample assignments are to help you generate ideas to guide your work and are not expected to be replicated. See **Sample Assignment** folder.

## **Email Communication Protocol**

In email correspondence to the instructor, it is important to ensure that student correspondence express their needs and does not represent the voice of the collective cohort. All too often, student 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(s) it is imperative that you cc your email *separately to each individual*, so 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 via phone/Skype. This would be much appreciated.

## Evaluation

Students final grade for the course will be based on their performance in the following outlined course activities.

| Course Activity                                                                                                                                                                                                                                                                                      | Wt         | Due Date                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------|
| <b>Assignment #1: Individual Work</b><br><b>THEORY/COUNSELLING BRIEFS</b> <ul style="list-style-type: none"> <li>Part I</li> <li>Part II</li> </ul> <i>Guidelines for grading will be provided at the beginning of the course.</i>                                                                   | 10%<br>10% | <b>Part # 1: DUE Oct 13</b><br><b>Part # 2: DUE Nov 24</b> |
| <b>Assignment #2 (Part 1): Group Work</b><br><b>DF FACILITATION &amp; PEER GROUP PRESENTATION</b><br><i>Guidelines for grading will be provided at the beginning of the course</i>                                                                                                                   | 35%        | <b>Due: See Course Schedule below!</b>                     |
| <b>Assignment #2 (Part 2): Group Work</b><br><b>PEER GROUP ASSESSMENT TOOL RUBRIC</b> <ul style="list-style-type: none"> <li>An assessment form is not required from the assessor only for the assessee(s).</li> </ul> <i>Guidelines for grading will be provided at the beginning of the course</i> | 5%         |                                                            |
| <b>Assignment #3: Individual Work</b><br><b>PERSONAL THEORY PAPER</b><br><i>Guidelines for grading will be provided at the beginning of the course</i>                                                                                                                                               | 30%        | <b>Due: Nov 3</b>                                          |
| <b>Assignment #4: Individual Work</b><br><b>REFLECTION (SELF-ASSESS)</b><br><i>Guidelines for grading will be provided at the beginning of the course</i>                                                                                                                                            | 10%        | <b>Due: Dec 8</b>                                          |

## Final Letter Grade

The Faculty of Education at the University of Lethbridge 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        |
| Note: Any course with a grade of less than B- cannot be considered for credit in a Faculty of Education master's level 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

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:*

[http://www.teachers.ab.ca/About the ATA/ UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/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>

*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>

## **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.

## **Privacy and Confidentiality**

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

o 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, etc.) and keep the disclosure broad rather than specific.

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

o 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, emails, presentations, recordings, assignments, etc. there is no guarantee of confidentiality.

## **Gentle Reminder**

*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)

### **Attendance**

Mandatory attendance for all activities via Zoom and participation in the discussion forums (DF) are required as part of the course. In exceptional cases where you will be absent from the Zoom activities or be unable to participate in the DF, notify the instructor via email in advance. **Non-excused absences to both Zoom and DFs may result in a 5% reduction in your final grade.** To be an active learner, you are responsible for reading and knowing the information in all assigned readings. In addition to the textbook, I might supplement the readings with additional information to maximize your learning opportunities. You are also expected to complete all course assignments and hand them in on time.

### **Tentative WEEKLY COURSE SCHEDULE: EDUC 5705**

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 student 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.

| TOPICS                                                                                                                                                                                                                                  | READING & TASKS                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>September 15 (Class starts)</b></li> <li>• Welcome</li> <li>• Introduction and Overview</li> <li>• The Nature of Theory</li> </ul>                                                          | <ul style="list-style-type: none"> <li>• Corey (2017), Ch. 1 &amp; 2</li> <li>• Supplementary materials (on Moodle)</li> <li>• <b>Zoom Lecture (12-2:45pm MST)</b></li> <li>• <b>Complete Theoretical Orientation Scale</b></li> </ul>                |
| <ul style="list-style-type: none"> <li>• <b>September 22</b></li> <li>• Check-in</li> <li>• Common Factor Theory</li> <li>• Transtheoretical Model (TTM) - Stages of Change</li> <li>• Psychoanalytic: Freud</li> </ul>                 | <ul style="list-style-type: none"> <li>• Corey (2017), Ch. 4 &amp; Ch. 15, p. 430</li> <li>• Resources (in Moodle)</li> <li>• <b>Zoom Lecture (12-2:45pm MST)</b></li> <li>• <b>Virtual Assignment Corner (Zoom) - Sept. 25@ 5-6pm MST</b></li> </ul> |
| <ul style="list-style-type: none"> <li>• <b>September 29</b></li> <li>• Check-in</li> <li>• Post-Modern Social Constructivist – Narrative, Solution-Focused</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>• Corey (2017), Ch. 13</li> <li>• Resources (in Moodle)</li> <li>• <b>Zoom Lecture (12-2:45pm MST)</b></li> </ul>                                                                                              |
| <ul style="list-style-type: none"> <li>• <b>October 6</b></li> <li>• Behaviour Framework – CBT – Beck</li> <li>• <b>Discussion Forum (DF) Facilitation &amp; Peer Group Presentation</b></li> </ul>                                     | <ul style="list-style-type: none"> <li>• Corey (2017), Ch. 9</li> <li>• <b>DF on Moodle</b></li> </ul>                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• <b>October 13</b></li> <li>• Cognitive Framework – REBT – Ellis</li> <li>• <b>Discussion Forum (DF) Facilitation &amp; Peer Group Presentation</b></li> </ul>                                  | <ul style="list-style-type: none"> <li>• Corey (2017), Ch. 10</li> <li>• <b>DF on Moodle</b></li> <li>• <b>Brief # 1 due!!!</b></li> </ul>                                                                                                            |
| <ul style="list-style-type: none"> <li>• <b>October 20</b></li> <li>• Humanistic – Rogerian (Client/Person-Centred)</li> <li>• <b>Discussion Forum (DF) Facilitation &amp; Peer Group Presentation</b></li> </ul>                       | <ul style="list-style-type: none"> <li>• Corey (2017), Ch. 7 (exclude Emotion-Focused Therapy, pp. 167-168)</li> <li>• <b>DF on Moodle</b></li> <li>• <b>Virtual Assignment Corner (Zoom) – October 23 @5-6pm MST</b></li> </ul>                      |
| <ul style="list-style-type: none"> <li>• <b>October 27</b></li> <li>• Check-in</li> <li>• Humanistic/Experiential - Gestalt – Fritz Perls</li> <li>• <b>Discussion Forum (DF) Facilitation &amp; Peer Group Presentation</b></li> </ul> | <ul style="list-style-type: none"> <li>• Corey (2017), Ch. 8</li> <li>• <b>DF on Moodle</b></li> </ul>                                                                                                                                                |



| TOPICS                                                                                                                                                                                                                                                                                                             | READING & TASKS                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>November 3</b></li> <li>• Check-in</li> <li>• Psychodynamic/Psychoanalytic – Adlerian</li> <li>• <a href="#">Discussion Forum (DF) Facilitation &amp; Peer Group Presentation</a></li> </ul>                                                                           | <ul style="list-style-type: none"> <li>• Corey (2017), Ch. 5</li> <li>• <a href="#">DF on Moodle</a></li> <li>• <b>Theory Paper Due!!</b></li> </ul>                                       |
| <ul style="list-style-type: none"> <li>• <b>November 10</b></li> <li>• <b>READING WEEK</b></li> </ul>                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• <b>Work on upcoming assignments</b></li> <li>• <b>Self Care</b></li> </ul>                                                                        |
| <ul style="list-style-type: none"> <li>• <b>November 17</b></li> <li>• Behaviour/Cognitive Theory – Dialectical Behaviour Therapy (DBT; Marsha Linehan) <b>OR</b> Acceptance &amp; Commitment Therapy (ACT)</li> <li>• <a href="#">Discussion Forum (DF) Facilitation &amp; Peer Group Presentation</a></li> </ul> | <ul style="list-style-type: none"> <li>• Corey (2017), Ch. 9 – pp. 251-253 (DBT)</li> <li>• Corey (2017), Ch. 9 – pp. 255-256 (ACT)</li> <li>• <a href="#">DF on Moodle</a></li> </ul>     |
| <ul style="list-style-type: none"> <li>• <b>November 24</b></li> <li>• <b>Family Systems Theory/Therapy</b></li> </ul>                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Corey (2017), Ch. 14</li> <li>• <b>Guest Speaker</b></li> <li>• <b>Zoom Lecture (12-2:45pm MST)</b></li> <li>• <b>Brief # 2 due!!!</b></li> </ul> |
| <ul style="list-style-type: none"> <li>• <b>December 1</b></li> <li>• <b>Emotion-Focused Therapy</b></li> </ul>                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Corey (2017), Ch. 7 – pp. 167-168</li> <li>• <b>Guest Speaker</b></li> <li>• <b>Zoom Lecture (12-2:45pm MST)</b></li> </ul>                       |
| <ul style="list-style-type: none"> <li>• <b>December 8 (Last class)</b></li> <li>• Integrative &amp; Eclectic Approaches</li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Corey (2017), Ch. 15</li> <li>• <b>Reflection Assignment due!!</b></li> </ul>                                                                     |

### **Supplementary Resources**

- Corey, G. (2009). *Theory and practice of counselling and psychotherapy* (8th ed.). Belmont: Brooks/Cole, Cengage Learning.
- Corey, G. (2013). *Case approach to counselling and psychotherapy* (8th ed.). Belmont: Brooks/Cole, Cengage Learning.
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont: Brooks/Cole, Cengage Learning.
- Corsini, R. J. & Wedding, D. (2005). *Current psychotherapies* (7th ed.). Itasca: Peacock.
- Jones-Smith, E. (2016). *Theories of counseling & psychotherapy: An integrative approach* (2nd ed.). Thousand Oaks: SAGE Publications.
- Murdock, N. L. (2013). *Theories of counseling and psychotherapy: A case approach* (3rd ed.). Columbus: Prentice Hall.
- Sumarah, J. (2009). *Reflections for the beginning counsellor*. Wolfville, NS: Acadia University.
- Wedding, D. & Corsini, R. J. (Eds.). (2014). *Current psychotherapies* (10th ed.). Belmont: Brooks/Cole, Cengage Learning.
- Canadian Code of Ethics for Psychologists 3rd Edition (2000). [www.cap.ab.ca](http://www.cap.ab.ca) and [www.cpa.ca](http://www.cpa.ca)
- American Psychological Association. *Theories of Psychotherapy Series*®  
<http://www.apa.org/pubs/books/theories-series-and-dvds.aspx>