



Master of Education (Counselling Psychology)
EDUC 5706 Counselling Psychology: Interventions

COURSE OUTLINE

Spring 2021

Mondays: January 11 – April 12

12:00 p.m. to 2:45 p.m.

Sandra Dixon, PhD, R.Psych

Instructor:	Dr. Sandra Dixon, R. Psych.	Admin Support: Margaret Beintema
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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 5706 Spring 2021.** 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, except for 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 or responding to 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 that develop the theoretical background for interventions and lab component that provide opportunity for skill development in a range of frequently used counselling interventions. Presentations, exercises, skill demonstrations, small group practice, peer supervision and instructor feedback will be employed in the teaching and practice of counselling skills. You are encouraged to consult and practice with your peers as much as possible outside of the class context.

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/techniques 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; and
- Engage in self-reflection, self-exploration, and self-reflexive knowledge through the process of developing counselling interventions.

Required Course Resources

- ◆ American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- ◆ Erford, B. T. (2019). *45 techniques every counselor should know* (3rd ed.). Merrill/Pearson Education, Inc.
- ◆ Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning cognitive behavior therapy: An illustrated guide*. 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 Psychological Association. (2017). *Canadian code of ethics for psychologists (fourth edition)*.
https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

Supplemental Texts

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

Additional Course Resources:

Resources at the instructor's discretion, when required, will be posted on Moodle to supplement the weekly readings 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

- Headphones
- External microphone (optional)
- Laptop to video record

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 their 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 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.

Absence

If you are going to be away for any reason (i.e., medical or otherwise), a doctor's note may be required. Also, it is the student's responsibly to ensure that they has access to the missed lesson(s).

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 7th 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 7th 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 MUST be written using Times New Roman, 12-point font, and double-spaced, unless** otherwise indicated in assignment's criteria. **Set all margins** to 1 in. or 2.54 cm
- 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 NOT be accepted and will be returned to students with the request to revise and resubmit.**
- All assignments MUST be handed in for you to receive a passing grade in the course.
- **Sample Assignments: They are not mandatory for courses and are ONLY provided if and when available with students' permission.** If and when provided, sample assignments are to help you generate ideas to guide your work and are not expected to be replicated.

Penalties for Late Work

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 to ensure equitability for all students

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
Assignment #1: Individual Work CASE CONCEPTUALIZATION & TREATMENT PLANNING GUIDE <i>Refer to assessment in assignment folder.</i>	40%	DUE Feb 1 @ 6pm MST
Assignment #2 – PART 1: Individual Work MASTERING FOUNDATIONAL SKILLS <i>Refer to assessment in assignment folder.</i>	20%	Due: Mar 1 @ 6pm MST
Assignment #3: PART 2: Individual Work MASTERING FOUNDATIONAL SKILLS <i>Refer to assessment in assignment folder.</i>	20%	Due: Mar 29 @ 6pm MST
Assignment #4: Individual Work PARTICIPATION & REFLECTION JOURNAL <i>Refer to assessment in assignment folder.</i>	20%	Due: Apr 12 @ 6pm MST
Total	100%	

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

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).

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.cap.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

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' participation, when appropriate, 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.

Withdrawal from the Course

If you have indicated in writing to your instructor that you will be withdrawing from the 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	ANTICIPATED TOPICS (subject to change)	READING & TASKS
Lesson 1 Jan 11	<ul style="list-style-type: none"> • Welcome & Introductions • Developing Skills • Case Conceptualization 	<ul style="list-style-type: none"> • Paré, D. A. (2013). Chapters 3-6 • Schwitzer, A. M. (1997) • Schwitzer et al., (2005) • (Readings on Moodle)
Lesson 2 Jan 18	<ul style="list-style-type: none"> • CBT Principles & Technique • 	<ul style="list-style-type: none"> • Wright et al. (2017)• Chapters 1- 4 • Virtual Assignment Corner (VAC) @ 6pm
Lesson 3 Jan 25	<ul style="list-style-type: none"> • CBT Principles & Technique 	<ul style="list-style-type: none"> • Wright et al. (2017)• Chapters 5 & 6 • Erford (2019) • Chapters 14, 21, 22, 23, & 24
Lesson 4 Feb 1	<ul style="list-style-type: none"> • CBT Principles & Technique 	<ul style="list-style-type: none"> • Wright et al. (2017)• Chapters 7, 8, & 10 • Erford (2019) • Chapter 15
Lesson 5 Feb 8	<ul style="list-style-type: none"> • Strength-Based Approaches: Solution-Focused Brief Counselling Techniques • Stregnths-based Therapy: Narrative Techniques 	<ul style="list-style-type: none"> • Erford (2019) • Chapters 1, 2, 4, 43, 44 & 45
Feb 14-19	<ul style="list-style-type: none"> • Reading Days 	<ul style="list-style-type: none"> • Complete upcoming readings • Work on upcoming assignments • Preliminary Feedback
Lesson 6 Feb 22	<ul style="list-style-type: none"> • Adlerian Techniques 	<ul style="list-style-type: none"> • Erford (2019) • Chapters 6-10 • Virtual Assignment Corner (VAC) @ 6pm
Lesson 7 Mar 1	<ul style="list-style-type: none"> • Gestalt Techniques • 	<ul style="list-style-type: none"> • Erford (2019) • Chapters 11-13
Lesson 8 Mar 8	Humanistic Techniques	<ul style="list-style-type: none"> • Erford (2019) • Chapters 18-21 • Guest Lecture: TBD
Lesson 9 Mar 15	Body-centred Therapy Guided Meditation	<ul style="list-style-type: none"> • Guest Lecture: TBD •
Lesson 10 Mar 22	Emotion Focused Therapy	<ul style="list-style-type: none"> • Guest Lecture: TBD
Lesson 11 Mar 29	Family Systems	<ul style="list-style-type: none"> • Guest Lecture: TBD
Lesson 12 Apr 12	<ul style="list-style-type: none"> • Suicidality • Wrap-Up! • 	<ul style="list-style-type: none"> • Wright et al. (2017)• Chapter 9 • Additional Documents • Guest Lecture: TBD

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