

Master of Education (Counselling Psychology)
ED5706: Counselling Psychology: Interventions
Spring Term: January - April 2012

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

Instructor: Jennifer Thannhauser, M.Ed., R.Psych.
Phone: 403-329-2156
Office: TH266 (East)
Email: jennifer.thannhauser@uleth.ca
Skype: jennifer.thannhauser
Office Hours: By appointment (please email to arrange)

***Email response time:** Expect up to a 48-hr turnaround time during the week (52-hr on weekends). Please resend your message if you have not received a reply in this timeframe; I may not have received it.

***Note:** In effort to support your career development, I welcome and encourage **all** students to contact me with questions about the course and/or course assignments, to review your career options, to discuss study tips, career advice, etc.

Course Details

Term:	Spring Term 2012	Credit Hours:	3.0
Corequisites:	ED 5704; ED 5705	Contact Hrs:	3-0-0
Equivalents:	CAAP 6615		

Course 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.

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 lecture and classroom activities that develop the theoretical background for interventions, and lab activities that provide opportunity for skill development in a range of frequently used counselling interventions.

Objectives

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

- Describe a range of interventions/strategies for promoting client change;
- Describe a framework for case conceptualization and intervention planning
- Demonstrate the ability to implement the case conceptualization framework in a counselling context
- Select and justify interventions that are appropriate for client issues;
- Demonstrate competence in the application of specific interventions;
- Assess client needs and develop intervention programs to meet those needs;
- Critically evaluate the intervention efficacy, including appropriateness, process followed, and outcomes attained;
- Engage in self-reflection and self-exploration.

Required Readings

Erford, B. T., Eaves, S. H., Bryant, E. M., & Young, K. A. (2010). 35 techniques every counselor should know. Upper Saddle River, NJ: Merrill/Pearson Education, Inc.

Wright, J. H., Basco, M. R., & Thase, M. E. (2006). Learning cognitive behavior therapy: An illustrated guide. Arlington, VA: American Psychiatric Publishing, Inc.

Supplementary Texts and Readings:

****Note:** Additional readings will be provided to supplement your learning and reflection at the instructor's discretion and will be announced at least one week in advance.

American Psychological Association. (2010). Publications manual of the American Psychological Association (6th ed.). Washington: Author.

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. (2008). *Counseling Strategies and Interventions* (7th ed.). Toronto: Pearson Education.

Corsini, R.J., Wedding, D., & Dumont, F. (2008). *Current Psychotherapies* (8th ed.). Itasca, IL: Peacock.

- Egan, G. (1998). *The Skilled Helper: A Problem-Management Approach to Helping* (6th ed.). Brooks/Cole: Pacific Grove, California.
- 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.
- Young, M.E. (2009). *Learning the Art of Helping: Building Blocks and Techniques*. Columbus, Ohio: Pearson Education.

Journals of Interest:

- American Psychologist
- Canadian Journal of Counselling
- Canadian Journal of School Psychology
- Child Development
- Clinical Psychology Review
- Counseling Outcome Research and Evaluation
- Counseling Psychology Quarterly
- Developmental Psychology
- Journal of Child Psychology and Psychiatry
- Journal of Clinical Child Psychology
- Journal of Consulting and Clinical Psychology
- Journal of Counseling & Development
- Journal of Counseling Psychology
- Journal of Mental Health Counseling
- Psychological Bulletin
- The Counseling Psychologist

Evaluation

Course Assignments	Weighting
Interventions Research: Choose 1 of the following: a) Annotated bibliography b) Literature review	35 %
Practice Sessions	Pass/Fail
Workbook Intervention Modeling	20 %
Final Skill Demonstration (2 parts)	40 %
Exit Slips	5 %
Course Total	<hr/> 100%

Notes:

- ** Further information and guidance with respect to the course requirements, including marking rubrics, will be provided during class.
- ** **Late assignments** will be penalized 5% per day late (incl. weekends).
- ** **Exceeded page length** will be penalized 3% per page. The page limit is imposed to help you develop your concise writing skills. However, it is understandable that sometimes a few extra lines may go over the page limit. To avoid penalization, you must receive permission from the instructor to exceed the preset page limit.

Grading

Percentage Grade	Descriptor	Alpha Grade	Course Grade
97 – 100	Superior	A+	PASS
93 – 96	Excellent	A	
90 – 92	Very Good	A-	
87 – 89	Good	B+	
83 – 86	Satisfactory	B	
80 – 82	Borderline Performance	B-	
77 – 79	Fail	C+	FAIL
73 – 76	Fail	C	
70 – 72	Fail	C-	

Course Schedule

A detailed course schedule will be provided first day of class.

As well as basic interventions and strategies we will also explore particular interventions from a variety of theoretical approaches. A sample of topics is provided below though options may be added or removed depending on circumstances and availability of guest presenters.

- Introduction to Counselling Interventions
- Evidenced-based Practice
- Case Conceptualization
- Intervention Planning
- Skills, Interventions, Treatment Planning and Case Conceptualization
- Cognitive Behavioural Therapy
- Coping Strategies: Affective, Cognitive and Behavioral
- Stressor, Stress and Affective Management
- Physiological Interventions (Progressive Relaxation and Biofeedback)
- Skill Training
- Self Management and Self-monitoring
- Child and Youth Counselling
- Relationship Counselling
- Grief Counselling
- Positive Psychology

Writing Expectations

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

- Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are unacceptable.
- Textbooks (tertiary sources) are not acceptable sources for citing. You should be using primary resources or secondary sources (journal articles, books).
- Use Canadian spelling.
- Submit all assignments typed, in Word document format, with a title page (see APA Publication Manual for sample).
- Unless otherwise indicated, submit your assignments through the Moodle system. Electronic files should be saved as: LastName_course_assign name_date.doc (or .docx). Hard copies should be printed on 8 ½ x 11" paper and STAPLED, unless otherwise indicated by instructor.
- Number all pages. Insert your last name in the header with the page number on all pages.
- All papers should be double-spaced.
- Class handouts can use single-spaced bullets and/or include PowerPoint handouts.
- Include a reference page with proper APA formatting
- Page requirements do not include title page, references, and appendices (if appropriate)

Course Policies

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: arriving on time for class; 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 class AND not talking to each other about other classmates' stories/experiences. Also, please only share what you are comfortable sharing.

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 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 classes is required, except in exceptional circumstances approved by the instructor. Should you be absent from class, 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 from class, 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 submission and late policy: Hard copies of assignments must be handed in by the start time of class AND/OR they must be uploaded to Moodle by 23:55 on the day they are due; otherwise they will be marked as late. A late policy of 5% per day including weekends applies to all assignments received after 23:55. Extensions will only be granted in exceptional circumstances that are unpredictable and out of your control. Documentation must be provided by a relevant professional (e.g., doctor).

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.

Computer problems: You must do everything in your power to find a way to connect to the internet or access a computer as needed to complete your work. You must still submit assignments on time.

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.