

**UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**Addictions Counselling Program**  
**HLSC 1220 – Counselling I (Individual Counselling)**  
**Course Outline – Spring, 2010**

**Instructor:** Gary Nixon, Ph.D.  
Associate Professor  
**Office:** AH 107  
**Phone:** 329-2644  
**E-mail:** [gary.nixon@uleth.ca](mailto:gary.nixon@uleth.ca)  
**Office Hours:** Tuesday 1:30 to 3:30 p.m.  
**Teaching assistants:** Jason Solowoniuk, Marty Jickling & Phil Jones  
**Lec:** Monday 9:00 a.m. to 11:50 a.m.  
AH 175  
**Lab:** One of Tuesday, 9:25 a.m. to 12:05 p.m., Wednesday 9:00 a.m. to 11:50 a.m., or  
Thursday, 1:40 p.m. to 4:20 p.m.  
AH 153

**Course Description:**

This course serves as an introduction to the major concepts of basic counselling theory. This course will explore basic counselling theories and skills and their application in the addictions field. Development of professional counselling skills will enable learners to initiate and establish meaningful relationships based upon the helping model within the context of addictions.

Learners will develop an understanding of the major counselling theories of counselling practice. As well, learners will develop core competencies in knowledge, skills and attitudes for effective counselling practice. Understanding of the theory and practical application of the helping model to various client groups will also be examined.

The core lab content of this course is the helping model. Essential groundwork includes examining the nature and goals of helping, determining the values that drive helping, and developing counsellor self-awareness that is essential to the helping process. The importance of basic communication skills as a counselling base is stressed and followed by a detailed exposition and illustration of the various stages and skills of the helping model.

**Essential Learning Experiences:**

- A. Class (3 hrs/week): Nine major counselling theories will be presented and discussed in class. These theories include person-centered, psychoanalytic, cognitive-behavioural, existential, motivational interviewing, Gestalt, solution-focused, Jungian, and developmental. Addiction issues in counselling will be emphasized. Lecture and group discussion will be augmented by videos, role-plays, experiential exercises, and group activities.
- B. Lab (3 hrs/week): Instruction and practice in communication and counselling skills will take place in weekly lab sessions. Video-taping of students' sessions will be used for instructional and evaluative purposes.
- C. General: Learners will utilize a log book throughout the term to facilitate self-reflective learning and counsellor self-awareness. In addition, examinations will evaluate students' grasp of core content and ability to apply counselling theory to case scenarios.

**Required Textbooks:**

Corey, G. (2009). *The theory and practice of counselling and psychotherapy* (8th ed.). Brooks Cole: Monterey, California.

Ivey, A.E., Ivey, M.B., & Zalaguet, C.P. (2010). *Intentional interviewing & counselling: Facilitating client development in a multicultural society* (7th ed.). Pacific Grove, CA.: Brooks/Cole.

**Required Materials:**

Two blank 120 minute videotapes.

**Additional Major References:**

Alcoholics Anonymous World Services, Inc. (1976). *Alcoholics anonymous* (3<sup>rd</sup> ed.). New York, NY: Author.

Almaas, A.H. (1996). *The point of existence: The transformation of narcissism in self-realization*. Berkeley, CA: Diamond Books.

Almaas, A.H. (2008). *The unfolding now*. Boston: Shambhala..

American Psychological Association (1994). *Publication manual of the American Psychological Association* (4<sup>th</sup> ed.). Washington, D.C.: Author.

Beck, A.T., Wright, F.D., Newman, C.F., & Liese, B.S. (1993). *Cognitive therapy of substance abuse*. New York, NY: The Guilford Press.

Bepko, C.(Ed.). (1991). *Feminism & addiction*. Binghamton, NY: Haworth Press.

Burns, D. (1981). *Feeling good: The new mood therapy*. New York: Signet.

Carnes, P.J. (1983). *Out of the shadows: Understanding sexual addiction*. CompCare: Minneapolis, Minnesota.

Claude-Pierre, P. (1997). *The secret language of eating disorders*. Toronto: Random House.

Corey, G., Corey, M.S., & Callanan, P. (2003). *Issues and ethics in the helping professions* (6th ed.). Monterey, California: Brooks/Cole.

Egan, G. (2002). *The skilled helper: A problem-management approach to helping* (7th ed.). Pacific Grove, California: Brooks/Cole.

Egan, G. (2002). *Exercises in helping skills* (6th ed.). Pacific Grove, California: Brooks/ Cole.

Ellis, A. (1962). *Reason and emotion in psychotherapy*. New York, NY: Stuart.

Frankl, V. (1963). *Man's search for meaning*. New York: Washington Square Press.

Gelso, C.J., & Fretz, B.R. (1992). *Counseling psychology*. Fort Worth, TX: Harcourt Brace.

Greenspan, M. (2004). *Healing through the dark emotions. The wisdom of grief, fear, and despair*. Boston: Shambhala.

- Harris, A.S. (1996). *Living with paradox: An introduction to Jungian psychology*. Pacific Grove, CA: Brooks/Cole.
- Harrison, S. & Carver, V. (Eds.) (1997). *Alcohol & drug problems* (2nd ed.). Toronto: Addictions Research Foundation.
- Kottler, J.A. (1991). *The complete therapist*. San Francisco, CA: Jossey-Bass Inc.
- Maslow, A.H. (1971) *The farther reaches of human nature*. New York: Viking Press.
- May, R. (1991). *The cry for myth*. New York: W.W. Norton.
- Miller, S. & Berg, I.K. (1995). *The miracle method: A radically new approach to problem drinking*. New York: Norton.
- Miller, W.R. & Rollnick, S. (1991). *Motivational interviewing: Preparing people to change addictive behavior*. New York, NY: The Guilford Press.
- Nixon, G. (2001). Using Wilber's transpersonal model of psychological and spiritual growth in alcoholism treatment. *Alcoholism Treatment Quarterly*, 19,(1), 79-95.
- Prochaska, J.O., & DiClemente, C.C. (1982). Transtheoretical therapy: Toward a more integrative model of change. *Psychotherapy: Theory, Research, and Practice*, 19, 276-288.
- Rogers, C. (1961). *On becoming a person*. Boston: Houghton Mifflin.
- Wilber, K. (1995). *Sex, ecology, and spirituality*. Boston: Shambhala.
- Yalom, I. (1980). *Existential psychotherapy*. New York: Basic Books.

### **Evaluation:**

1.	Log book	20%
2.	Video-tape counselling practice (three assignments)	40%
3.	Midterm examination	20%
4.	Final take-home exam paper	<u>20%</u>
		100%

Handouts to detail markings for the first two items above are attached at the end of this course outline. Students are required to transcribe ten minute sections of their counselling tapes for each of the video assignments to submit along with their video.

Assignments are to be handed in at the beginning of class on the due date. Learners are responsible for noting when assignments are due. Late assignments are docked 5% of total assignment mark for each day late.

Attendance in the lab portion of class is absolutely important for skill development. Students will be allowed one absence from the lab during the term. Any further absences must be explained and documented by a medical note or letter signed by a physician.

### **Grading Criteria**

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

<b>Letter</b>	<b>GPA</b>	<b>Percent</b>	<b>Letter</b>	<b>GPA</b>	<b>Percent</b>
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

### **Plagiarism Statement:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

### **Accommodations for Students with a Disability:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

**HLSC 1220 Counselling I (Individual Counselling)  
Spring, 2010 Log books**

**Learner:** \_\_\_\_\_

Lab Log	Mark	Score and Comments
Submission 1: Including learnings, feelings, lab experiences, integration of theory and self, hopes and concerns, critical experiences.	10	
Submission 2: (same as above)	10	

**HLSC 1220 Counselling I (Individual Counselling)**  
**Spring, 2010**  
**Tape Submission 1**

**Learner:** \_\_\_\_\_

Elements for evaluation	Scoring	Marks
Attending, Active Listening, Paraphrasing, Summarizing, Probes and Questions	5	
Reflecting Feelings and Meaning	5	
Total	10	

Comments:

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**HLSC 1220 Counselling I (Individual Counselling)**  
**Spring, 2010**  
**Tape Submission 2**

**Learner:** \_\_\_\_\_

Evaluation	Scoring	Marks
Basic empathy skills (attending, listening, para-phrasing, summarizing, reflecting feelings, open-ended questions, probes etc.)	5	
Challenging skills (Advanced empathy, connecting patterns, reflection of meaning, immediacy, self-disclosure, and other influencing skills)	5	
	10	

Comments:

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**HLSC1220 Counselling I (Individual Counselling)**  
**Spring, 2010**  
**Tape Submission 3**

**Learner:** \_\_\_\_\_

Elements for Evaluation	Scoring	Marks
Basic Empathy Skills: Attending & Listening Paraphrasing & Summarizing Reflecting Feelings Probes & Questions Basic Empathy	5	
Challenging Skills: Advanced empathy, Reflection of meaning & Other challenging skills	5	
Goal setting and action	5	
Alternate statements	5	
Total	20	



<b>Class Schedule and Readings (tentative and subject to change)</b>
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<b>Monday Lectures:</b>	<b>Labs:</b>
Jan. 11 Course Introduction Person-Centered Therapy Review Read Corey Ch. 7	Overview of labs & procedures (confidentiality, taping ) Review of basic communication skills Check-in: Counselling journey Read: Ivey Ch 1-8
Jan. 18 Psychoanalytic Therapy Read Corey Ch. 4	Check-in: Defense mechanisms Challenging & Advanced empathy Read: Egan ch. 10 handout
Jan. 25 Existential Therapy Read Corey Ch. 6	Check-in: Existential crisis Advanced empathy continued Read: Ivey Ch 11
Feb 1 Cognitive-Behavioral Therapy Read Corey Ch. 10	Check-in: Cognitive distortions Read: Ivey Ch 9
Feb. 8 Motivational Interviewing Read Miller handout	Check-in: Experiences with death Read: Ivey Ch. 10 First video due
Feb. 22 Gestalt Therapy Read Corey Ch. 8	Check-in: Our own psyche splits Dealing with client splits, empty chair Journal due in lab
March 1 Exam	Check in: Other splits Read: Ivey Ch 12
March 8 Solution-focused therapy Quantum change Read Corey Ch. 13 (pp. 377-386)	Check-in: Doing a 180 Integrating skills Read: Ivey Ch 13
March 15- Jungian therapy Read Schwartz handout	Check-in: Our archetypes Second video due
March 22- Narcissism and shame Read Almaas handout.	Check-in: Our narcissism gigs
March 29- Developmental approach Read Nixon handout Final take home exam paper given out	Check-in: Ego-transcendence
April 5 – Holiday no class	Check-in: Shadow issues
April 12 – Integration Read Corey Ch. 15 Final paper due	Check-in: Wrap up Final transcript and video tape due