



CAAP 6601 OL

*Theories of Counselling and their
Application to Client Change*

Summer 2016

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Office Hours: By appointment (please email to arrange).

Response Time: Please be advised that it may take me up to 48 hours to return your messages. If you have not heard from me within 48 hours, please resend your message, as I may not have received it.

CAAP 6601 COURSE DESCRIPTION (credit hours 3.0)

Students are engaged in a critical evaluation of a range of contemporary counselling theories and they will begin to develop a description of their own emerging theory.

EXPECTATIONS FOR THE COURSE

This course is taught in a blended format (8 online lessons and 5 face-to-face lessons during the Summer Institute). Many of our readings, lessons, and activities will happen via the online world.

The pre-institute component consists of eight units and will provide the groundwork necessary for success for our face to face meetings during the summer institute. In between the on-line component and the summer institute you may be required to do some reading – the summer institute is a busy time, so the more prepared you are in terms of reading, the better! The summer institute consists of five face-to-face lessons that emphasize integration of course content. *It is expected that learners pass the content portion of the pre-summer Institute before participating in the summer institute.*

It is important to understand, however, that the expectations for quality, effort, and academic excellence are the same as they are in a face-to-face course. In fact, many people find that online courses require more time and effort than their onsite counterparts. Those students working online certainly need to be self-motivated, disciplined, and good managers of their time. This blended course is not an independent study. Even though you may spend a lot of your time working alone in front of your computer, you are still part of a “class” and, as such, regular interaction and participation is required. Everyone contributes to the learning environment that we will create together. As well, there are group activities in the course that require that all group members are

able to easily get hold of one another (and if one student tends to be hard to reach, this will make it very difficult for the other group members).

Regular, active participation in the course is essential and counts toward your final grade. See the assignment information for details regarding interaction and participation.

How much time should you expect to spend on this course? Though we don't have weekly lectures or class time, it is expected that during the online portion of the course that students spend *about 10 hours per week* working on activities such as discussion forums, reviewing PowerPoint and audio/video presentations, taking part in activities and exercises, and so forth. Also, as with a face-to-face course, the readings, assignments and activities are completed in addition to class time and commonly require *many* additional hours per week.

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. 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.

A Note Regarding 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: regular and early participation in discussion forums; avoiding abusive language; demonstrating respect for different opinions; and adhering to confidentiality. Confidentiality refers to not sharing identifying details of classmates' stories/experiences with others outside the course AND not talking to each other about other classmates' stories/experiences. Also, please only share what you are comfortable sharing in the class context.

COURSE OBJECTIVES

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

1. Explain the uses and the importance of theory in counselling practice;
2. Demonstrate an understanding of the key theoretical constructs, applications, advantages, and limitations associated with the leading schools of psychotherapy;
3. Articulate the value and limitations of integrative and eclectic therapies;
4. Describe the many factors that influence the helping process – including social, cultural, and environmental factors, relationships, the level of commitment of the client, etc.
5. Describe how things such as personal values, beliefs, experiences, attitudes, and individual differences influence our personal theory and style as counsellors;
6. Develop and articulate a personal theory of counselling (through the process of integrating course material, personal reflection, self-awareness, and the feedback of peers and instructor.)

REQUIRED TEXTBOOKS

Jones-Smith, E. (2016). *Theories of counseling and psychotherapy: An integrative approach* (2nd ed.). Thousand Oaks, California: SAGE.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings:

All required and professional development readings are available online and listed within each lesson.

Optional Resources:

Corey, G. (2013). *Case approach to counselling and psychotherapy* (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Corey, G. (2013). *Theory and practice of counseling & psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Murdock, N. L. (2013). *Theories of counseling and psychotherapy: A case approach* (3rd ed.). Columbus, Ohio: Prentice Hall.

Prochaska, J., & Norcross, J. (2010). *Systems of psychotherapy: A transtheoretical analysis* (7th ed.). Belmont, CA: Brooks/Cole.

Wedding, D. & Corsini, R. J. (Eds.). (2014). *Current psychotherapies* (10th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

OVERVIEW OF APPROACH

Exploring the theory and practice of counselling and psychotherapy can be more than a bit daunting. To begin with, there is more than a century of material to cover. Many brilliant people have dedicated their entire lives to the exploration and development of a particular theory, and a great many of their followers have added to, adapted, and integrated – or radically changed – those initial ideas. This process has gone on for many decades and even today new theories continue to emerge.

As a result we have more theories than we are able to explore during our time together and many aspects of each theory that we simply will not be able to address. It isn't possible to cover everything. It isn't even possible to cover everything that is of vital importance. Any of the theories we touch upon could easily be the focus of an entire course – if not an entire life's work! As such, decisions need to be made regarding what is to be covered and what is not. See TENTATIVE COURSE SCHEDULE for an outline of the topics and theories we will focus on in our time together.

ASSIGNMENTS and COURSE EVALUATION

GRADING

The assessment structure for CAAP 6601: Theories of Counselling and their Application to Client Change is based on the following course activities, with the percentage weighting of each activity as indicated. Your final grade for the course will be a composite mark based on your performance in these course activities. There is a **five (5%) percent deduction** for late assignments unless arrangements are made with the instructor in advance. Late assignments will not be accepted if the assignment has already been returned to the students marked and graded.

Course Activity	Weighting	Due Date
Theory Briefs	30 %	Throughout the online portion of the course. Theory briefs are due Friday of each week (6 weeks out of the 7) by 5 pm MST .
Participation in Online Discussions	20 %	July 14 th
Theoretical Case Analysis	20%	June 25 th
Open Book Theory of Helping	30%	July 28 th
Total	100%	

Note: Grading criteria are available on the CAAP 6601 Moodle site.

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.

1. Theory Briefs (30%)

One of the objectives of the course is to promote an understanding of the key theoretical constructs, advantages, disadvantages, etc. of the leading schools of psychotherapy. In striving toward that end we will cover about a century of research. The up side to this is that we have a great wealth of material to draw from. We will learn from some of the greatest minds in the history of psychotherapy research and practice. The down side is that the sheer volume of material can be overwhelming.

This assignment is intended to help organize the material in a way that promotes the understanding and application of the important ideas and principles. For **six** of the **seven** theories that we cover online, you will create and submit a one-page *brief* – a summary of the important constructs, applications, strengths and limitations of that theory, as well as your own reaction to it. The summaries will not only help you understand and integrate the material, but

will also serve as a set of resources for you once the course is completed. A template will be provided and your summaries are to be entered on the template and submitted on the due dates.

Further details and guidelines for grading will be provided at the beginning of the course.

2. Discussion Forums and Activity Participation (20%)

Regular, active participation in the course is essential and counts toward your final grade. Participation includes being reasonably available when you are involved in small group activities. It can be very frustrating when some students are eager to work but regularly need to wait long periods of time before hearing back from one group member. Therefore it is expected that all students will be reasonably available during the course.

As well as participation in weekly exercises and activities, the quality, quantity and timeliness of your discussion forum posts are all taken into account in the grading process. Though there will be times when we all post simple comments (i.e., “Good point Jack. I appreciate your honesty”), there will also be times when we are responding to a particular question. Such posts should be thoughtful, well written and concise (i.e., 100 words).

It is expected that students will log on 4 to 5 times during each five-day period and that during those times they will take part in the Discussion Forums. Because interaction is an essential part of the discussion forums, it is important that each person's comments are spread throughout the week (in other words, it is not acceptable for someone to post all of his or her comments on the evening of the last day of the week. The other students will have already participated in the discussion forum for an entire week and may not even see those comments).

One week before the end of the course, students will submit a brief outline (approximately one page) summarizing their involvement in the course and the participation mark that they believe is warranted. The instructor will take these comments into account in assigning the grade.

NOTE: Since this class involves discussions that may include personal disclosure, maintaining the confidentiality of everyone involved is essential. Any personal information your classmates and I 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. While all members of the class are expected to safeguard the personal information that is exchanged in the course, please be aware that **there is no guarantee of confidentiality.**

Further details and guidelines for grading will be provided at the beginning of the course.

3. Select Apply Counselling Theory to a Case Vignette of Persons in Counselling (20%)

As a counsellor you will often need to do case conference where you present information to your colleagues about a client with whom you are working. The purpose of this assignment is to give you the opportunity to practice the skills necessary to conceptualize counselling cases from any one of the six theoretical perspectives reviewed so far in the course. By analyzing a case from a particular theoretical approach to counselling, you will experience what it is like to think about clients and their struggles and symptoms from the point of view of that theory. I will provide you with two cases and you choose one. This case analysis is not a test about coming up with the one and only right answer. I will provide you with a format on the course Moodle site.

4. *Open Book Theory of Helping (30%)*

Each student will prepare a paper, outlining his or her emerging personal counselling framework. The intent of this paper is to identify, with clear justification, the theoretical frameworks or constructs that make sense to you and to integrate them into a cohesive personal theory – a personal way of understanding and describing the human condition and facilitating change. The critical analysis of each theoretical model throughout the semester and ongoing dialogue about key areas of controversy will feed into the process of clarifying your own position. Your paper should draw on additional supportive references as well as course materials, personal reflection and self-awareness.

Further details and guidelines for grading will be provided at the beginning of the course.

Tentative COURSE SCHEDULE

Note: that there may be a need to adjust the Course Outline & Syllabus.

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, provided that no student is disadvantaged by the change.

Week	Dates	Topic	Assignments Due on the Final Day of the Week
1	May 9 - 13	Introduction and Overview (Chapter 1)	
The First Force in Psychotherapy			
2	May 16 - 20	Psychoanalytic and Psychodynamic Therapy	Theory Brief due May 20 th by 5 pm MST
The Second Force in Psychotherapy			
3	May 23 - 27	Behaviour Therapy and Integrated Psychopharmacology	Theory Brief due May 27 th by 5 pm MST
4	May 30 – June 3	Cognitive Approaches to Psychotherapy	Theory Brief due June 3 rd by 5 pm MST
The Third Force in Psychotherapy			
5	June 6 - 10	Person-Centered Therapy	Theory Brief due June 10 th by 5 pm MST
6	June 13 - 17	Motivational Interviewing and Stages of Change Theory	Theory Brief due June 17 th by 5 pm MST
The Fourth Force in Psychotherapy			
7	June 20 - 24	Feminist Therapy and Lesbian and Gay Therapy	Theory Brief due June 24 th by 5 pm MST Case Study Assignment due June 25th
8	June 27 - 30	Solution-Focused Therapy	Theory Brief due THURSDAY June 30 th by 5 pm (shorter week due to holiday). Discussion Forum grades and grade for final brief if you choose to do Solution-Focused will be returned July 14 th .
Last of online component. Readings may be required between June 30 th and the start of the Summer Institute, July 18 th . These readings will be posted on the course Moodle site.			

Date	Time	Topic	Assignments Due on the Final Day of the Week
Monday July 25	9 am – 12 noon	Introductions and overview of the Summer Institute Transactional Analysis – Dawn McBride	
Tuesday July 26	1:30 pm - 4:30 pm	Strength-Based Therapy/Positive Psychology Fifth Force in Psychotherapy: Neuroscience	
Wednesday July 27	9 am – 12 noon	Integration Workshop: Chapters 21	
Wednesday July 27	1 pm – 4 pm	Integration Workshop Chapter 22	
Thursday July 28 ^t	1:30 pm – 4:30 pm	Integration Workshop and completion of Open Book Theory of Helping	July 28

Note: As students are provided with a significant break between the online and on-campus components of the course, the June 29-30 reading break is not utilized in this course.

I will strive to grade and return assignments within 10 days after they are received. If I need a longer time to mark the assignments, I will notify you.

GRADING SCHEDULE FOR GRADUATE CLASSES

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 Graduate Studies & Research in Education graduate 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

SUBMITTING ASSIGNMENTS

Because of the dynamics involved in online courses (i.e., assignments are submitted in electronic form) special attention needs to be given to both the *subject line* and the *file name* when submitting assignments.

Subject Line: All assignments must include the following information in the *subject line* of Discussion Forum posts (and/or email messages that included assignments as attachments).

last name + first initial + course name + assignment #.

It's also clearer if the info is separated by underscores. For example, if I were submitting the second assignment, my subject line would look like this:

yassae_caap6601_2

If Jane Doe were sending an email with the info for assignment four, the subject line of her email would read:

doej_caap6601_4

File Name: The *file name* refers to the name of the actual document you are submitting. In most cases this will be a Word document (.doc) that is stored on your computer and that you are uploading or including as an attachment. When we work on documents on our computers we tend to name them things like: Final Version or Assignment3. While this works fine on your own computer it does not work when the assignments are all being submitted (and the instructor ends up with 20 assignments called Assignment3). The assignments must be personally identified using a standard format. Follow the same procedure as outlined above for *Subject Headings*. Since

Microsoft Word tends to add the suffix .doc to documents, the file name for my third assignment would read:

yassae_caap6601_3.doc

EXTENSION POLICY

Assignment deadline extensions will only be granted if a physician or other helping professional approved by me substantiates in written form the existence of unexpected circumstances beyond your control that seriously interfere with your ability to complete your course work on schedule. In such a case, an extension and/or alternative assignment may be granted at my discretion. Extensions should be requested as early as possible prior to the assignment deadline.

PENALTIES FOR LATE WORK

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.

ACADEMIC INTEGRITY

You will be held to a very high standard of academic integrity in all of your course-related activities. Academic dishonesty may result in your being given a failing grade for the relevant assignment, failing the course, expulsion from the program, and other penalties. Please be aware that all of the following constitute serious academic offenses:

- Plagiarism (i.e., copying or paraphrasing anyone else's work without properly crediting that person as the original author)
- Submitting the same (or substantially the same) work in two or more courses
- Handing in work that was not *completely* prepared by the student or students under whose name it is submitted
- Misrepresentation (i.e., submitting a statement known to be false or a fabricated reference to non-existent sources or documents)

For more information, please refer to the University's Academic Regulations (<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2007-08/part04.pdf>).

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.

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.

PROFESSIONAL RESPONSIBILITIES

As a Faculty within the University of Lethbridge, the Faculty of Education is committed to maintaining its students' freedom of thought, beliefs, opinions and expressions. As a professional Faculty, the Faculty of Education is committed to assisting students to become professionals. The Faculty, then, has the responsibility of fostering the academic freedom of students within the context of professional standards of conduct. The standards describe professional characteristics and behaviours that students are expected to develop and demonstrate during all field and on-campus components within the counselling psychology program. Appropriate demonstration of these professional standards will be judged by instructors and counselling psychology agency personnel.

Please see <https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2016-17/sgs/sgs.pdf#nameddest=mc>

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar:

(<http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/sgs/part04.pdf>)

Additionally, in the Faculty of Education graduate counselling psychology 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 as noted below.

College of Alberta Psychologists Standards of Practice:

<http://cap.ab.ca/pdfs/HPAStandardsofPractice.pdf>

Canadian Code of Ethics for Psychologists:

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

CCPA Code of Ethics:

<http://www.ccpa-accp.ca/en/resources/codeofethics/>

ATA Code of Professional Conduct (when practicum is based in an educational setting):

[http://www.teachers.ab.ca/About the ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About_the_ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

Faculty of Education Standards of Professional Conduct:

http://www.uleth.ca/education/resources/forms-guidelines/professional-conduct_2230

- Questions, experiences shared, and opinions expressed within this class are considered **confidential**, thus statements are not to be repeated outside of the classroom and identifying details such as clients or communities must not be made public.
- Diversity of opinions and background experiences are the cornerstones of classroom discussions. As such, discussions must be centered on the argument rather than on the personal, judgments must be avoided and all encounters must reflect **respect for the right of colleagues** to differ and hold various values and opinions.
- All dialogue, interactions, and inclusive pedagogy should reflect the **professional manner** in which one would conduct themselves in any educational setting; refer to Code of Conduct.
- Due to the interactive format of this class and ongoing class-based discussion, students are **expected to read the assigned texts/articles prior to class** and participate in all class activities.
- **Students are reminded that ALL sessions (on videotapes, DVDs, and/or on your computer) must be erased or shredded once you have received your final grade.**
- To support counselling psychology students in their studies, relevant faculty/staff discuss student performance with each other, which will be done in confidence and in a respectful manner.
- Your course instructor/staff person may need to consult with university faculty/staff and/or access relevant professional or emergency services if a course instructor/staff member becomes aware that an identifiable person is in need of protective services (e.g., threat or intention of harm to self or others including suicide).
- If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.
- 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.
- If you have indicated in writing to your instructor that you will be withdrawing from an online 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.

PRE-REQUISITES and SPECIAL REQUIREMENTS

Skill and Knowledge: Since this course is taught via the web, we will be exploring and using a variety of skills, tools and technologies. Of course, certain basic technology skills are expected before beginning the course. It is important that you are: able to use web browsers, email (including sending and receiving attachments), a word processor (e.g., MS Word), that you have a working knowledge of conducting online searches through the U of L Library databases and with engines such as Google, and that you have a working familiarity with your own computer and operating system. As well, we will be exploring other technologies including:



Computer and Internet requirements: Because we will be using audio and video clips (which tend to be very large files) it is important that those registered in the course have access to a high-speed internet connection. 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.



Web-Browsers: The use of reasonably new browsers is also important. As technology continues to develop, older versions of browsers often do not work as well—and some not at all. Whether you use Internet Explorer, Firefox, Safari or some other browser, make sure that you have an updated version and that you are able to access all aspects of the course (Moodle, U of L Library Databases, audio and video clips) while using it.

Because you will be listening to audio files and viewing video files, a fairly recent operating system (OS) on your computer is also quite important. Most computers purchased over the past few years should be fine but older models may have some difficulty managing the audio and video files.

Navigating the Course: Our course is accessed through the Moodle server. Once you log in you will see your list of courses. Click on the link for *CAAP-6601-OL-Theories of Counselling* to access our material.

THANKS and ACKNOWLEDGEMENT

I would like to extend my deepest thanks to Dr. Jim Henry for generously allowing me to make use of all of the materials he compiled and personally authored for use in earlier presentations of this course. Also a big thanks to Easter Yassa for sharing her course syllabus with me.

See you online!