

**UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**Masters of Education: Counselling Psychology-Addictions & Mental Health Cohort**  
**EDUC 5706 A Counselling Psychology: Interventions**  
**Course Syllabus – Spring 2017**

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**Lecture:** Wednesday 9am-11:50am  
LINC L1170G  
**Lab:** Thursday 9am-12:50pm  
MH 1004

**ED 5706 Counselling Psychology: Interventions**

This course provides a 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.

**Course Objectives**

- To develop an understanding of essential interviewing and counselling skills so that the student is able to establish an effective therapeutic relationship and develop and maintain appropriate professional boundaries.
- To increase the student's competency to understand and apply effective counselling approaches and techniques to facilitate client exploration of issues, examination of alternative perspectives, and development of appropriate actions with respect to the issues presented.
- To develop an understanding of developmental issues, challenges and crises including, addiction, psychopathology, and disabling conditions, etc. as these relate to counselling interventions.
- To further develop student self-reflection and self-exploration related to course material and personal and professional experiences.
- To develop an understanding of a general model of consultation, including issues related to the development of consultation models, ways in which counselling and consultation approaches differ, strategies for effective consultation, and the opportunity to apply theoretical models to practice.
- To develop an understanding of ethical and legal issues related to counselling and consultation.
- To develop an appreciation of an integrative framework for counselling practice that includes an emphasis on counselling models and interventions related to domains of emotional,

cognitive, somatic/psycho-sensory, and relational modes of functioning and regulation, and including transpersonal and trauma informed modes of practice.

- To develop skills in applying counselling theory to conceptualize and articulate the student's understanding of applied counselling experiences in regards to client issues, counsellor-client interactions, and chosen/preferred counselling interventions.

### **Essential Learning Experiences**

- A. Class (3 hrs/week):** The class component of the course focuses on providing a survey of counselling models, approaches and interventions/techniques, related to various domains of client functioning and regulation (i.e. emotional, cognitive, somatic, and relational, etc.). These will be explored through selected readings, seminar style discussions, and student presentations. Issues of addiction, mental health and trauma will be emphasized. Class discussion will be augmented by videos, role-plays, experiential exercises, and group activities. A high level of active student participation is required.
- B. Lab (4 hrs/week):** The lab component of the course focuses on group process experiences, as well as, intervention skills for individual counselling. The group process/group "check-in" portion of the lab focuses on self-awareness and personal growth experiences. Additionally, the development of intervention skills for individual counselling will involve instruction and practice sessions in interventions/techniques related to counselling models and approaches discussed in class. The lab component of the course emphasizes student investment in personal and professional reflective practice, the development of applied skills, openness to giving and receiving feedback, and the use of consultation to improve counsellor effectiveness.

**As participation in the lab component of the course is critical to the development of applied counselling skills, students are required to attend all labs for the full scheduled time. Any absences from the lab sessions require medical documentation explaining the absence and signed by a physician.**

- C. Required Reading:** Required readings are indicated on the attached "Class Schedule and Readings." Students are required to read the assigned readings prior to class. Students are expected to independently critically analyze and synthesize the major points of the readings and be prepared to discuss their own understanding in weekly class seminar style discussions.
- D. Required Orientation:** Students will be expected to embrace the "counselling journey" in this class, which emphasises the importance of:
- utilizing self-awareness and self-reflection for personal and professional growth
  - acknowledging and working through one's own personal issues
  - embracing a diversity of perspectives, and
  - developing an inspiration for defining one's own counselling style.

**E. Course Assignments:** Course assignments are described below and emphasize student engagement to demonstrate:

- reflective practice skills,
- applied counselling skills and interventions,
- the application of theory to conceptualize and articulate an understanding of applied counselling experiences.

### **Required Textbooks and Reading**

- Carruth, B. (Ed.). (2006). *Psychological trauma and addictions treatment*. New York, NY: Haworth.
- Cortright, B. (1997). *Psychotherapy and spirit: Theory and practice in transpersonal psychotherapy*. Albany, NY: State University Press.
- Gilbert, M., & Orlans, V. (2011). *Integrative therapy: 100 key points and techniques*. New York, NY: Routledge.
- Greenspan, M. (2004). *Healing through the dark emotions. The wisdom of grief, fear, and despair*. Boston, MA: Shambhala.
- Masters, R.A. (2013). *Emotional intimacy: A comprehensive guide for connecting with the power of your emotions*. Boulder, CO: Sounds True.
- Ronald A. Ruden, R.A. (2010). *When the past is always present: Emotional traumatizations, causes, and cures*. New York, NY: Routledge.

*Additional readings may be assigned to augment class discussions.*

### **Recommended Texts**

- Corey, G. (2013). *The theory and practice of counselling and psychotherapy* (9th ed.). Pacific Grove, CA: Brooks/Cole.

### **Required Materials**

Students are required to purchase a memory stick with at least 8 Gb minimum to store recordings of their lab practice counselling sessions.

### **Additional Major References**

- Beck, A.T., Wright, F.D., Newman, C.F., & Liese, B.S. (1993). *Cognitive therapy of substance abuse*. New York, NY: Guilford.
- Boorstein, S. (Ed.) (1996). *Transpersonal psychotherapy* (2nd ed.). Albany, NY: State University Press.
- Boorstein, S. (Ed.) (1997). *Clinical studies in transpersonal psychotherapy*. Albany, NY: State University Press.
- Bride, B.F. & MacMaster, S. (Eds.). (2008). *Stress, trauma, and substance abuse*. London: Routledge.
- Briere, J. & Scott, C. (2006). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. Thousand Oaks, CA: SAGE.
- Brown, B. (2012). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent and lead*. New York, NY: Gotham.

- Colbert, T.C. (1996). *Broken brains or wounded hearts: What causes mental illness?* Santa Ana, CA: Kevo.
- Corrigall, J., Payne, H., & Wilkinson, H. (Eds.) (2006). *About a body: Working with the embodied mind in psychotherapy*. New York, NY: Routledge.
- Dayton, T. (2000). *Trauma and addiction: Ending the cycle of pain through emotional literacy*. Deerfield Beach, Florida: Health Communications, Inc.
- Davidson, J. (2003). *The anxiety book*. New York, NY: Penguin Putnam.
- Davis, M., Robbins Eshelman, E., & McKay, M. (2000). *The relaxation & stress reduction workbook* (5<sup>th</sup> ed.). Oakland, CA: New Harbinger.
- DiClemente, C.C. (2003). *Addiction and change: How addictions develop and addicted people recover*. New York, NY: Guilford.
- Diepold, J.H., Britt, V., & Bender, S.S. (2004). *Evolving thought field therapy: The clinician's handbook of diagnosis, treatment, and theory*. New York, NY: W.W. Norton.
- Drake, A. (2003). *Healing of the soul: Shamanism & psyche*. Ithaca, NY: Busca.
- Duran, E. (2006). *Healing the soul wound; Counselling with American Indians and other native peoples*. New York, NY: Teachers College Press.
- Elias, J. (2006). *Finding true magic: Transpersonal hypnosis and hypnotherapy/NLP* (2<sup>nd</sup> ed.). Seattle, WA: Five Wisdoms.
- Firman, J. & Gila, A. (1997). *The primal wound: A transpersonal view of trauma, addiction, and growth*. New York, NY: State University Press
- France, M.H., Rodriguez, M., & Hett, G. (2004). *Diversity, culture and counselling: A Canadian perspective*. Calgary, AB: Detselig Enterprises.
- Gallo, F.P. (2007). *Energy tapping for trauma: Rapid relief from post-traumatic stress using energy psychology*. Oakland, CA: New Harbinger.
- Gendlin, E.T. (1981). *Focusing*. New York, NY: Bantam Books.
- Grof, S. (1985). *Beyond the brain: Birth, death, and transcendence in psychotherapy*. Albany NY: State University Press.
- Grof, S. (1988). *The adventure of self-discovery: Dimensions of consciousness and new perspectives in psychotherapy and inner exploration*. Albany, NY: State University Press.
- Gross, J.J. (2007). *Handbook of emotional regulation*. New York, NY: Guilford.
- Harrison, R., Westwood, M. (2009). Preventing vicarious traumatization of mental health therapists: Identifying protective practices. *Psychotherapy, Theory, Research, Practice and Training*, 46(2), 203-219.
- Herman, J. (1997). *Trauma and recovery: The aftermath of violence from domestic abuse and political terror*. New York, NY: Basic Books.
- Hawkins, D.R. (2012). *The pathway of surrender*. New York, NY: Hay House.
- Jacobsen, L., Southwick, S., & Kosten, T. (2001). Substance use disorders in patients with posttraumatic stress disorder: A review of the literature. *American Journal of Psychiatry*, 159(8), Aug.2001, 1184 -1190.
- Johnson, S.L. (2003). *The therapist's guide to substance abuse intervention*. San Diego, CA: Academic Press.
- Kalsched, D. (1996). *The inner world of trauma: Archetypal defenses of the personal split*. New York, NY: Routledge.
- Kalsched, D. (2013). *Trauma and the soul: A psychospiritual approach to human development and its interruption*. New York, NY: Routledge.
- Katie, B. ((2002). *Loving what is: Four questions that can change your life*. New your, NY: Harmony.

- Larkin, W. & Morrison, A.P. (Eds.) (2006). *Trauma and psychosis: New directions for theory and therapy*. New York, NY: Routledge.
- Leahy, R.L., Tirch, D., & Napolitano, L.A. (2011). *Emotion regulation in psychotherapy: A practitioner's guide*. New York, NY: Guilford.
- Lerner, H.G. (1985). *The dance of anger: A woman's guide to changing patterns of intimate relationships*. New York, NY: Harper and Row.
- Lerner, H.G. (1989). *The dance of intimacy: A woman's guide to courageous acts of change in key relationships*. New York, NY: Harper and Row.
- Levine, P. (1997). *Walking the tiger: Healing trauma*. Berkeley, CA: North Atlantic Books.
- Lopez Levers, L. (Ed.). (2012). *Trauma counselling: Theories and interventions*. New York, NY: Springer.
- Mackinnon, C. (2012). *Shamanism and spirituality in therapeutic practice: An introduction*. Philadelphia, PA: Singing Dragon.
- Mann, D. & Cunningham, V. (Eds.). ((2009). *The past and the present: Therapy enactments and the return of trauma*. New York, NY: Routledge.
- McMillan, D.W. (2006). *Emotion rituals: A resource for therapists and clients*. New York, NY: Routledge.
- Miller, A. (2005). *The body never lies: The lingering effects of cruel parenting*. New York, NY: W.W. Norton.
- Miller, D. & Guidry, L. (2001). *Addictions and trauma recovery: Healing the body, mind & spirit*. New York, NY: W.W. Norton.
- Miller, W.R. & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2<sup>nd</sup> ed.). New York, NY: Guilford.
- Neimeyer, R.A. (Ed.). (2001). *Meaning reconstruction and the experience of loss*. Washington, DC: American Psychological Association.
- Nelson, J. (1994). *Healing the split: Integrating spirit into our understanding of the mentally ill*. Albany, NY: State University of New York Press.
- Ogden, P., Minton, K. & Pain, C. (2006). *Trauma and the body: A sensorimotor approach to psychotherapy*. New York, NY: Norton.
- Pearson, C. (1991). *Awakening the heroes within: Twelve archetypes to help us find ourselves and transform our world*. New York, NY: HarperCollins.
- Pert, C. (1997) *Molecules of emotion: The science behind mind-body medicine*. New York, NY: Scribner.
- Prendergast, J., Fenner, P. & Krystal, S. (Eds.). (2003). *The sacred mirror: Nondual wisdom and psychotherapy*. St. Paul, MN: Paragon House.
- Perry, J.W. (2005). *The far side of madness*. Putnam, CT: Spring Publications.
- Read, J.P., Brown, P.J., & Kahler, C.W. (2004). Substance abuse and posttraumatic stress disorders: Symptom interplay and effects on outcome. *Addictive Behaviors*, 29, 1665 - 1672.
- Rosenthal, H.G. (Ed). (2011). *Favorite counseling and therapy techniques* (2<sup>nd</sup> ed.). New York, NY: Routledge.
- Rowan, J. (1993). *The transpersonal: Psychotherapy and counselling*. New York, NY: Routledge.
- Rubin Wainrib, B. (2006). *Healing crisis and trauma with mind, body, and spirit*. New York, NY: Springer.
- Schuckit, M. & Hesselbrock, V. (1994). Alcohol dependence and anxiety disorders: What is the relationship. *American Journals of Psychiatry*, 151(12), 1723-1743.
- Schwartz, J.M. (1997). *Brain lock*. New York, NY: ReganBooks.

- Shapiro, F. (1995). *Eye movement desensitization and reprocessing: Basic principles, protocols, and procedures*. New York, NY: Guilford.
- Tzu, G. (2014). *Beyond addiction to awakening*. Create Space, Seattle, WA.
- Tzu, G. (2014). *Awakening in the paradox of darkness*. Victoria, BC: Friesen.
- van der Kolk, B., McFarlane, A.C., & Weisaeth, L. (Eds.). (2007). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York, NY: Guilford.
- Welwood, J. (2002). *Toward a psychology of awakening: Buddhism, psychotherapy, and the path of personal and spiritual transformation*. Boston, MA: Shambhala.
- Whitfield, C. (2004). *The truth about mental illness: Choices for healing*. Deerfield, FL: Health Communications.
- Wilber, K., Engler, J., & Brown, D. (1986). *Transformations of consciousness: Conventional and contemplative perspectives on development*. Boston, MA: Shambhala.
- Wilson, J.P. (Ed.). (2006). *The post-traumatic self: Restoring meaning and wholeness to personality*. New York, NY: Routledge.
- Yalom, I.D.(with Leszcz, M.) (2005). *The theory and practice of group psychotherapy* (5<sup>th</sup>ed.). New York, NY: Basic Book

### Course Assignments Weighting

1. Counselling Skills Transcript & Analysis Assignment I (due Feb. 9 <sup>th</sup> )	25%
2. Midterm In-class Exam (Mar. 15 <sup>th</sup> )	25%
3. Presentation of a Counselling Intervention (as scheduled)	20%
4. Counselling Session Assignment (due Apr. 6 <sup>th</sup> )	30%
	<b>100%</b>

Hard copies of assignments are to be handed in at the beginning of class on the due date. Electronic copies will not be accepted. Students are responsible for noting when assignments are due. Late assignments are docked 5% of total assignment mark for each day late.

### Course Assignments Description

1. **Counselling Skills Transcript & Analysis Assignment (25%, due Feb. 9<sup>th</sup>):** The purpose of this assignment is to develop the student's capacity to use counselling theory to explain the lived-exchange of intervention-based counsellor-client interactions.

This assignment involves the submission of a transcript of a 20-minute digital recording of a 1:1 lab counselling session along with the digital recording and a corresponding written analysis, as follows:

*The transcript* of the 20-minute counsellor-client exchange will include:

- i) counsellor-client dialogue
- ii) identification of theoretical approach as it is applied and illustrated in the session

iii) identification of the counselling skills used and interventions applied within the session

*The written analysis paper* will be approximately 8 -10 pages in length, with double spaced 12 point font type, utilize proper APA format, including references, and will consist of:

- i) conceptualization of client's issue(s) using theory
- ii) theoretical analysis of how the interventions relate to the client's issue(s)
- iii) theoretical explanation of the perceived effectiveness of the interventions used
- iv) observed overall strengths & limitations of yourself as a counsellor in this entire session

The marking sheet will be handed out in class.

2. **Midterm In-class Exam (25% Mar. 15<sup>th</sup>):** A mid-term exam will be written in class on Mar. 15<sup>th</sup>.
3. **Presentation of a Counselling Intervention (20%, as scheduled):** The purpose of this assignment is to assist students in identifying and selecting interventions that are closely aligned with their own emerging counselling theory, to critically analyze the merits of an intervention, and to become familiar with the skills involved in utilizing the intervention.

This assignment involves students forming pairs to select a date and present a counselling intervention to the class. This will be a 50-60 minute presentation, which will include: i) an introduction to explain the counselling theory upon which the intervention is based, ii) a critique of the benefits and limitations of the intervention, and iii) an experiential teaching of the intervention. All theoretical concepts used in the presentation will be properly referenced. Student pairs will receive the same mark for their collaborative presentation.

The marking sheet will be handed out in class.

4. **Counselling Session Assignment (30%, due Apr. 6<sup>th</sup>):** The purpose of this assignment is to:
  1. evaluate the student's counselling effectiveness of a lab counselling session
  2. to develop the student's capacity to use counselling theory to explain the lived-exchange of intervention-based counsellor-client interactions
  3. to facilitate counsellor self-awareness and self-reflective practice

The three aspects of the assignment are structured as follows:

1. Counsellor Effectiveness: Digital Recording of Lab Counselling Session- a digital recording of a lab counselling session will be submitted on a memory stick and the first 30 minutes of the session will be reviewed by the instructor for feedback and grading. Areas reviewed for grading include:

- i) Therapeutic alliance
- ii) Counselling process
- iii) Working with relevant domains of client experience
- iv) Interventions used

2. Written Analysis of the Counselling Session - will be approximately 10-12 pages in length, with double spaced 12 point font type, utilize proper APA format, including references, and will consist of the following categories of information:

- i) **Client Background & Presenting Problem:** Please ensure that the client's real name is not used. Use a pseudonym instead.
- ii) **Counsellor's Theoretical Conceptualization of the Client's Presenting Problem:** Using theoretical constructs from your overarching counselling theory explain the client's problem, it's development, and how it may be ameliorated.
- iii) **Counselling Interventions Used:** Describe significant counselling interventions used with this client and how the interventions relate to the counsellor's theoretical case conceptualization, along with the perceived effectiveness of the interventions, based on theoretical understanding.
- iv) **Summary of Client Resistance/Progress/Change to Date:** What changes have occurred, over what number of sessions, up to this session? How do the changes relate to the counsellor's theoretical case conceptualization?
- v) **Describe any Ethical or Counselling Process Issues:** What significant ethical issues and/or role dynamics have impacted the counselling process? How did you address them?
- vi) **Strengths & Limitations & Significant Learning:** Identify and discuss the overall strengths and limitations of yourself as a counsellor in this entire session. Identify and discuss what you have learned the most in working with this client.

3. Counsellor Self-awareness and Self-reflection-will be approximately 8-10 pages in length, with double spaced 12 point font type, utilize proper APA format, including references, and will consist of an in-depth self-reflective analysis including the following:

- i) a brief summary of your emerging counselling framework
- ii) personal and professional issues identified with this course
- iii) your approach to addressing these issues, both inside and outside of class and lab
- iv) identification of resistances to working through your issues
- v) how the identified issues relate your effectiveness as a counselor, given your own theoretical framework
- vi) the most significant insights gained throughout this course relating to your personal and professional growth as a counsellor

The marking sheet will be handed out in class.

## Grading Criteria

“All components within the M.Ed. program that use a percentage procedure will use the following table for determining the final grade.”

### 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 the M.Ed. 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

## 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

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.

## **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))

Additionally, in 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:

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/>

Canadian Counselling and Psychotherapy Association Code of Ethics:

<http://www.ccpa-accp.ca>

## **Privacy and Confidentiality**

The personal information your classmates and course instructors 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) and keep the disclosure broad rather than specific.

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

<b>Class Schedule and Readings (tentative and subject to change)</b>
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<b>Wednesday Lecture Thursday Lab</b>	<b>Readings for Lecture</b>	<b>Assignments/Due Dates</b>
Class #1: Jan. 11 <sup>th</sup> <ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Integrative Framework – Overview</li> </ul> Lab #1: Jan. 12 <sup>th</sup>	Gilbert & Orlans: Part 1 & 2 (pp.1-39)  <i>Note: Additional readings TBA</i>	
Class #2: Jan. 18 <sup>th</sup> <ul style="list-style-type: none"> <li>• Integrative Framework – Overview</li> </ul> Lab #2: Jan. 19 <sup>th</sup>	Gilbert & Orlans: Part 3,4 (pp.41-94) Masters: CH 1,2,3,4,5,6,7 (pp. 11-74)  <i>Note: Additional reading (handout- Rosenthal CH 2 pp. 19-27)</i>	
Class #3: Jan. 25 <sup>th</sup> <ul style="list-style-type: none"> <li>• Trauma Informed Framework – Overview</li> </ul> Lab #3: Jan. 26 <sup>st</sup>	Ruden: CH 1,2,3,4,5,6 (pp.1-80)  <i>Note: Additional reading (handout-Ogden, Minton, &amp; Pain CH 1 &amp; 2 pp. 3-40)</i>	
Class #4: Feb. 1 <sup>st</sup> <ul style="list-style-type: none"> <li>• Trauma &amp; Addictions</li> <li>• Transpersonal Framework – Overview</li> </ul> Lab #4: Feb. 2 <sup>nd</sup>	Carruth: CH 1 (pp.1-15) CH 4 (pp.71-87)  Cortright: CH 1,2,3, 9 (pp. 7-60 & pp. 229-243)  <i>Note: Additional readings TBA</i>	
Class #5: Feb. 8 <sup>th</sup> <ul style="list-style-type: none"> <li>• Integrative Framework: – Reflections on problem formulation and therapist stance</li> </ul> Lab #5: Feb. 9 <sup>th</sup>	Gilbert & Orlans: Part 5,6 (pp. 97-119 7 pp. 123-167)  <i>Note: Additional readings TBA</i>	<b>Counselling Intervention Presentation #1</b>   <b>Transcript Assignment #1 is due Feb. 9<sup>th</sup></b>

Wednesday Lecture Thursday Lab	Readings for Lecture	Assignments/Due Dates
Class #6: Feb. 15 <sup>th</sup> <ul style="list-style-type: none"> <li>Integrative Framework:– Psycho-sensory/somatic domain- approaches &amp; interventions</li> </ul> Lab #6: Feb. 16 <sup>th</sup>	<i>Note: Additional reading (handout-Ogden, Minton, &amp; Pain CH 10)</i>  Carruth CH 7 (pp. 129-152)	<b>Counselling Intervention Presentation #2</b>
Feb. 22 <sup>nd</sup> NO CLASS  Feb. 23 <sup>rd</sup> NO LAB	READING WEEK	READING WEEK
Class #7: Mar. 1 <sup>st</sup> <ul style="list-style-type: none"> <li>Integrative Framework: Emotional domain approaches &amp; interventions</li> </ul> Lab #7: Mar. 2 <sup>nd</sup>	Gilbert & Orlans: Part 7 (pp 169-206)  Masters CH 8,10,11(pp. 77-96, 109-154)  <i>Note: Additional readings (handout Leahy, Tirch, &amp; Napolitano CH 1)</i>	<b>Counselling Intervention Presentation #3</b>
Class #8: Mar. 8 <sup>th</sup> <ul style="list-style-type: none"> <li>Integrative Framework:               <ul style="list-style-type: none"> <li>-Emotional domain approaches &amp; interventions</li> <li>-Cognitive domain approaches &amp; interventions</li> </ul> </li> </ul> Lab #8: Mar. 9 <sup>th</sup>	Masters CH 12, 14, 16, 19 (pp. 155-164, 175-180, 187-196, 211-216) Carruth CH 5 (pp. 89-114)  Carruth CH 2 (pp. 15-39)  <i>Note: Additional readings TBA</i>	<b>Counselling Intervention Presentation #4</b>
Class #9: Mar. 15 <sup>th</sup> <ul style="list-style-type: none"> <li>In-class Exam</li> </ul> Lab #9: Mar. 16 <sup>th</sup>		<b>In-class Exam</b>
Class #10: Mar. 22 <sup>nd</sup> <ul style="list-style-type: none"> <li>Trauma Informed Framework - approaches &amp;</li> </ul>	Ruden: CH 7, 8, 9,10 (pp. 81-138)  Carruth CH 8 (pp. 153-163)	<b>Counselling Intervention Presentation #5</b>

<b>Wednesday Lecture Thursday Lab</b>	<b>Readings for Lecture</b>	<b>Assignments/Due Dates</b>
interventions Lab #10 Mar. 23 <sup>rd</sup>	<i>Note: Additional readings TBA</i>	
Class #11: Mar. 29 <sup>th</sup> <ul style="list-style-type: none"> <li>• Transpersonal Framework - approaches &amp; interventions</li> </ul> Lab #11: Mar. 30 <sup>th</sup>	Cortright: CH 4, 5, (pp. 63-154) Carruth CH 10 (187-206)  <i>Note: Additional readings TBA</i>	<b>Counselling Intervention Presentation #6</b>
Class #12: Apr. 5 <sup>th</sup> <ul style="list-style-type: none"> <li>• Transpersonal Framework - approaches &amp; interventions</li> <li>• Class Wrap-up</li> </ul> Lab #12: Apr. 6 <sup>th</sup>	Cortright: CH 6,7,8 (pp 205-218)  <i>Note: Additional readings TBA</i>	<b>Counselling Intervention Presentation #7</b> <b>Counselling Intervention Presentation #8</b>  <b>Transcript Assignment #2 due Apr. 6<sup>th</sup></b>