



THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION
ED 5706 Counselling Psychology: Interventions
Spring 2018
Course Syllabus
Mondays: January 8 to April 9, 2016
Time: 6:00 to 9:15 p.m.
Room: TBA

Instructor: Dr. Trent Leighton Office: TH304 Phone: 403.332.4026
Secretary: Margaret Beintema Office: TH321 Phone: 403.329.2732
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Office Hours: Students needing assistance may contact the instructor by email or in person. Meetings can be arranged in the instructor's office or in the classroom before or after class.

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.

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)

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. It is assumed that students have already mastered a repertoire of basic skills for establishing a working alliance so that these skills can be used in the implementation of intervention strategies to promote change that is consistent with client goals. Teaching will be divided between lectures that develop the theoretical background for interventions, and classroom activities that provide opportunity for skill development in a range of frequently used counselling interventions.

COURSE OBJECTIVES

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

1. Demonstrate the ability to implement a case conceptualization framework in a counselling context;
2. Describe a range of interventions/strategies for promoting client change;
3. Select and justify interventions that are appropriate for client issues;
4. Demonstrate competence in the application of specific interventions;
5. Assess the efficacy of interventions used, including appropriateness, process followed, and outcomes attained.

STUDENTS WITH DISABILITIES POLICY

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.

TENTATIVE COURSE SCHEDULE

Week	Date	Topic
1	January 8	Introduction and Overview; Case Conceptualization and Treatment Planning, Evidence Based Interventions, Evaluation
2	January 15	Trauma-Informed Care; <u>Affect Management and Coping Strategies</u> (Affective, Cognitive, and Behavioural)
3	January 22	<u>Motivational Interviewing</u> ; <u>Cognitive Interventions</u> (examining the evidence, behavioural activation)
4	January 29	<u>Cognitive Interventions</u> (reframing; cognitive restructuring; journaling; stress inoculation training)
5	February 5	<u>Physiological Interventions</u> (visual/guided imagery; deep breathing; progressive muscle relaxation training)
6	February 12	<u>Behavioural Interventions</u> (activation, behaviour chart; token economy) <u>Problem solving, Decision making, Skill training</u>
--	February 19	University offices closed - no class
7	February 26	<u>Solution Focused Interventions</u> (scaling; exceptions; problem-free talk; miracle question)
8	March 5	<u>Group Counselling</u>
9	March 12	<u>Relationship Counselling</u>
10	March 19	Presentations 1 and 2
11	March 26	Presentations 3 and 4
--	April 2	University closed -no class
12	April 9	Presentations 7 and 8

REQUIRED TEXTBOOKS:

Erford, B. T. (2015). *40 techniques every counselor should know* (2nd ed.). Hoboken, NJ: Pearson Education, Inc.

Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning cognitive behavior therapy: An illustrated guide* (2nd ed.). Arlington, VA: American Psychiatric Association Publishing.

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

ADDITIONAL REQUIRED READINGS:

Additional required readings may be provided in class either in hard copy or via links of online versions.

OPTIONAL RESOURCES:

Cormier, S., & Nurius, P. S. (2003). Interviewing and change strategies for helpers: Fundamental skills and cognitive-behavioural interventions (5th ed.). Pacific Grove, CA: Brooks/Cole.

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.

Corsini, R.J. and Wedding, D (1995). Current Psychotherapies (5th 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.

COURSE ASSIGNMENTS AND EVALUATION

The Course evaluation will consist of:

Assignment	Due Date	Percentage
1. Treatment Planning Guide	February 10	45%

2. Presentation and Intervention Demonstration	As per schedule identified early in the term	55%

1. Treatment Planning Guide (45%).

Students will select a client problem and prepare a comprehensive treatment planning guide for the identified problem. Sample choices may include, but are not limited to: Depression, Anxiety, Addictions, Test Anxiety, Sexual Abuse, Physical Abuse, Eating Disorders, Relationship Concerns, Sexual Dysfunctions, Grief and Loss, Terminal Illness, Anger Management, Panic Attacks, Parenting Concerns, Divorce and Separation, Phobias and Skill deficits. Please clear your choice with the instructor. (The choice of focus is intended to promote your foundational skills as a counsellor and your choice should reflect the kinds of issues you are likely to encounter in your practicum setting.)

In your paper, describe explicitly how the identified problem would be assessed, conceptualized, and treated. Begin by giving a description of the goals of the treatment guide. Then describe the sort of data that would be collected for assessment and for evaluation purposes. Then, describe in a detailed manner, how the plan should be implemented. In some cases, there may be several ways in which parts of the plan could be implemented. In such cases, describe the range of possibilities and then indicate which of the alternative approaches you would use and why. It should be clear from your discussion that you know how to implement the plan from start to finish. Your discussion should be complete enough and specific enough that a colleague with a reasonable repertoire of basic counselling skills and an intact theoretical framework could follow the directions you provide and implement the plan.

- *Guidelines for grading will be provided at the beginning of the course.*

2. Presentation and Intervention Demonstration (55%).

Students will work in dyads to present an intervention based on a conceptualized case. The presentation will describe the case conceptualization and any background information relevant to the case, a thorough description of the intervention, the justification for selecting it for this case, and the skills that will be demonstrated. Students will then provide a class demonstration of the intervention. Within three days following the demonstration, the dyad team will submit via email an evaluation of their skills as demonstrated. The submission should include an evaluation of the particular skills used, and of the level of facilitation of each skill, as well as an overall summary of the effectiveness of the strategy as demonstrated.

- *Further details including a schedule for presentations as well as guidelines for grading will be provided at the beginning of the course. Presentation topics will be chosen from a list of options provided by the instructor early in the term.*

Assignments must be submitted in class on the due date.

There is a strict late policy. 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.

Your writing must meet 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.

ATTENDANCE

Mandatory attendance for all classes is required. In exceptional circumstances where you will be absent, notify the instructor by phone or email in advance. Non-excused absences will result in a 5% reduction in your 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 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

STUDENT CONDUCT

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/>

Faculty of Education Standards of Professional Conduct:
http://www.uleth.ca/education/resources/forms-guidelines/professional-conduct_2230

M.Ed. (Counselling Psychology)/M.C. Standards of Professional Conduct:
<https://www.uleth.ca/ross/academic-calendar/sgs>

University of Lethbridge Calendar:
<http://www.uleth.ca/ross/academic-calendar/sgs>

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

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.

Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

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.