

CAAP 6605

Foundational Counselling and Conflict Resolution Skills

Summer Session 2018

The University of Lethbridge, Faculty of Education

Instructor: Dr. Blythe Shepard, CCC

Office: TH 316

Phone: 329-2383

Graduate Programs Kevin Matis

Office: TH 403

Phone: 329-2256

Email: blythe.shepard@uleth.ca

Office Hours: by email to set up a phone call (on-line component), after class during the July intensive

Room: Markin Building 1030

COURSE DESCRIPTION:

This course focuses on the understanding and acquisition of skills that are essential for the development of working alliances in counselling contexts. The course will introduce a theoretical framework for the application of counselling skills in addition to providing opportunity for skill practice.

Emphasis will be placed on the identification and development of specific communication skills that are essential for working in helping contexts in particular, and for the development of working alliances in general. The lecture component will develop a theoretical framework for the application of communication skills within the counselling process. The lab component will provide opportunity for skill practice. Workbook exercises, lectures, small group practice, skill demonstrations, peer supervision, and instructor feedback will be employed in the teaching of counselling skills. You are encouraged to consult and practice with your peers as much as possible.

Counselling is a relationship that requires the counsellor's personal involvement. Knowing yourself as a person and as a counsellor are vital parts of this focus. Being present for the client, respecting boundaries, understanding projections, and expanding awareness of your sense of self are some themes that will be addressed. A three-pronged approach will be taken: (a) Self-reflection, (b) application of skills, and (c) research.

Prerequisite(s): Admission to the cohort for which the course is being offered

Equivalent: Education 5704

COURSE OBJECTIVES:

Upon successful completion of this course, participants will be able to:

1. Summarize the history of counselling and counselling psychology in Canada;
2. Demonstrate the acquisition of a knowledge base regarding the purposes, attitudes, and skills necessary for developing an effective working alliance with clients;
3. Demonstrate a developing awareness of self-factors, including self-reflection, and self-exploration, involved in becoming an effective counsellor;
4. Understand and follow the three stage process outlined by Evans and colleagues (2017)
5. Develop and maintain appropriate professional boundaries;
6. Understand counselling as a cultural practice;
7. Identify and effectively demonstrate the following groups of core interpersonal communication skills:
 - Attending skills
 - Questioning skills
 - Reflecting skills
 - Structuring skills (summarizing)
 - Clarification skills
 - Challenging skills
 - Goal Setting
 - Action skills
8. Establish a collaborative helping relationship, structure a counselling interview, gain information, and clarify client needs;
9. Examine alternate perspectives and develop appropriate actions with respect to issues presented;
10. Be introduced to conflict resolution techniques and strategies; and
11. Demonstrate familiarity and understanding of the research literature associated with the working alliance.

REQUIRED TEXTS:

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

Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2017). *Essential interviewing. A programmed approach to effective communication* (9th ed.). Boston, MA: Cengage learning.

Paré, D. A. (2013). *The practice of collaborative counseling and psychotherapy. Developing skills in culturally mindful helping*. Thousand Oaks, CA: Sage Publications.

Course Handouts and additional readings are available on the CAAP 6605 Moodle Site

Supplementary Textbook

Young, M.E. (2012). *Learning the art of helping: Building blocks and techniques*.
Columbus, Ohio: Pearson Education Inc.

REQUIRED MATERIALS:

- **Two** USBs
- **Headphones (optional)**
- External microphone (optional)
- Web Camera (external or built in)
- Laptop to video record (if you do not have a laptop, please let the instructor know and I can make arrangements for you to borrow one)

Moodle Supports:

<http://moodleanswers.com/> and <http://moodleanswers.com/index.php/information/student-resources>

For general IT assistance:

<http://www.uleth.ca/information-technology/desktop/help>

<http://www.uleth.ca/information-technology/resources/tips-tricks>

<http://www.uleth.ca/information-technology/services>

GRADING

The assessment structure for CAAP 6605: Foundational and Conflict Resolution Skills 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
Discussion Form	Pass/Fail	4 weeks, May 14 to May 18; May 28 to June 1 and June 11 to June 15 th , July 16 to July 20
Research Paper on the Working Alliance	25 %	Outlines of the Working Alliance Paper are due 9 AM Mountain Time, Thursday June 7 th . Final papers are due Saturday 9 AM July 7 th Mountain Time.
Six in a Row	15%	Thursday July 26 (hand in at start of class @ 1:00 PM)
Peer Assessment	20%	Tuesday July 31 (9 AM)
Indepth Analysis	40%	Due Friday, August 3rd, anytime. Please ask for extensions by 9 AM Thursday August 2 nd
Total	100%	

ASSIGNMENTS

1. Research Paper on the Working Alliance (WA; 25%)

The Research Paper is an opportunity to summarize and discuss the literature on the Working Alliance construct and the course material. You will need to include a number of points following the Grading Criteria listed below. The paper should be no longer than 10 pages exclusive of references and an APA cover page with your name, date, and course title. Please be sure to double-space, using 12 font Times New Roman and one inch margins. Use a minimum of 8 to 10 references – the majority should be peer reviewed articles. No abstract is required.

Objective	Weight
APA Style <ul style="list-style-type: none"> ▪ Pay particular attention to spelling (be consistent with either American or Canadian spelling). ▪ Correct use of citations, headings, and references. ▪ Grammar, writing style ▪ Be sure to look at APA manual Edition 6 and/or http://owl.english.purdue.edu/owl/resource/560/01/ 	5 marks
Review the Working Alliance research literature (see under course resources on Moodle for a list of literature which typically takes up about half of the paper).	10 marks
Include a discussion of your own integration of the Working Alliance construct. Please consider how you would place yourself in the various components of the Working Alliance as described in the course materials. Reflect on your current skill level and what you view as challenges for yourself. What will you work on during the Summer Institute?	5 marks
Conclude with a description and discussion of how the microskills model (as outlined in the textbook, Essential Interviewing) contributes to the working alliance. With what parts of the model are you most comfortable?	5 marks

Consider:

- Definition of the working alliance
- History of the concept
- Therapist characteristics
- Handling ruptures to the WA
- Integration of the WA into your work as a practitioner (challenges, qualities needed etc.)
- Microskills and the WA – the use of microskills to improve rapport, efficiency, and understanding
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2. Six in a Row 15%

In this short interview, you will demonstrate both the accuracy of your skills identification and your ability to use the skills deliberately. You will transcribe **six consecutive interactions** from the interview and analyze using the format provided by the instructor.

1. Find a partner in class to be your client. Remember to stay away from emotionally laden or extremely personal exchanges; however, as a client you must give the “counsellor” an opportunity to reflect content and some feelings. Remember, your instructor and TA will have access to all of the material.
2. Tape a 15-minute interview in which you help a class member to work through a personal concern (Do not script or rehearse). It is important that you deliberately demonstrate an introduction (Structuring) to the session, rapport building skills (build a safe environment), use attending skills (encouragers, questions, declarative probes), and use reflecting skills (paraphrases and reflection of feelings). End with a summary of what you have heard (Structure).
3. The intent of the assignment is for you to demonstrate both the accuracy of your skills identification and your ability to use the skills deliberately. I anticipate that you will be able to start with a structuring skill, use a variety of attending skills and reflecting skills, and add in a structuring skill (summary) at the end.
4. Transcribe a minimum of **six** and as many as **ten FULL CONSECUTIVE** (one after another) interactions verbatim (word for word) from the interview. (Start and end the transcription with a client statement.) Encouragers should be included but do not count as part of the total number of responses. Choose the **BEST Six in a row** of how ever many you have transcribed and highlight your choice in some way. Numbering them is the most straightforward way. (If you do not highlight responses, the first six will be evaluated regardless of the total number.) Do not consider encouragers as an interaction (e.g., umm, yes, okay)

Self-Analysis Format for Six in a Row

Original Response	Analysis	Alternative Response	Self-Reflection
Word for word	<ol style="list-style-type: none"> 1. Name the skill and critically evaluate the skill(s) or response (if unskilled) being used; include a description of the actual and/or potential effect of the response (i.e., both observed and inferred). 2. Explain briefly how your alternative response is an improvement. 	Include a topnotch alternative even if your original was fine. (Required)	Both current and recollected remembered thoughts, feelings, images, judgments, body sensations, etc. in response to the client’s statement.
<p>C1: It was important that I do well in the course, since I wanted to get into the Master’s program. Well, I was just so discouraged when I had studied so hard that I just gave up.</p> <p>H1: You felt that</p>	I paraphrased the content of the client’s message. I captured most of the message—especially the last part where she says that she had tried hard and had given up. However, the response is quite long and rambling. I missed the feeling component entirely...” You felt like there was nothing...” is really a thought. As I responded the client wiggled around in her chair and	As you came to realize that your repeated tries at acing this course were getting you nowhere, you felt really frustrated and discouraged and decided to just throw in the towel.	I remember feeling a little judgmental towards the client. I wondered about taking off for the reading break instead of staying home and studying. I would have done that if the course was so important to me. I found myself thinking, well you have to work harder and that means staying home

<p>there was...like there wasn't anything you could do, that nothing that you tried had worked no matter how much effort you put into your studies. So you just decided to give up since every avenue that you explored seemed like a, like a deadend...Is that right?</p>	<p>looked at me with puzzlement. In her next response she says the same thing over again using different words, probably hoping that this time around I would hear her feelings of discouragement. I imagine that she is becoming frustrated with my inability to understand her and doesn't have much confidence in me. My alternative response is much smoother. I paraphrase the main content and I identify two feelings (frustrated and discouraged). The image of "throwing in the towel" captures "gave up" using different words which would probably feel less mechanical to the client. I also like the feeling with the content demonstrating my understanding of the source of her emotion.</p>		<p>and studying! I wanted to ask her to explain further what she had done and to give her advice about what she could have done. I think because I was so busy in my head and not listening well, I felt awkward about giving my response and had the feeling that I was stumbling for words.</p>
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3. Peer Assessment 20%

In this assignment, you will examine your skill development using a peer review model. An **observer** and a **client** will outline observations with a **helper** to help produce a final report on skill development. The **helper** will decide which skills she/he wants to work on. **This session needs to be a first session.**

- Ahead of this class think carefully about two or three skills you, the helper, want to work on. Review previous interviews and reflect on any feedback that you have received from the instructor and peers.
- Make a brief outline of a scenario that would allow you to work on the specific skills that you have chosen.
- Go over the skills and ideas with your triad.
- Conduct and **videotape** a 20-25 minute session.
- Observer role: note the impact of helper responses (watch for verbal and nonverbal responses) on progression through the helping model of stages as outlined in class.
- Continue to tape a 15-minute discussion where the helper responses are critiqued as to their effectiveness and impact on the client.

Written Assignment:

- Write a 4 - 5 page summary in which you:
- Incorporate feedback from the observer and client
- Compare your reaction to the interview with their reactions and discuss similarities and difference. How do you account for differences among the three of you – if there are any differences?
- Discuss the skills you chose to practice (name them, how you would like to improve, improvement since first tape)

- Reflect on the effectiveness of your interactions throughout the interview. Any improvements? What were they? Obstacles? Use specific examples to support your conclusions.
- You may use the tape analysis form for part of your analysis if this is helpful. It is not required.
- Other questions to consider: What are your strengths as a helper? What skills need improving? How would you compare this tape to your baseline?
- NOTE: Use concrete and specific examples from session to support your conclusions. E.g., when I responded with the closed question, “Do you have other friends?” the client stated, “No, I don’t.”

4. Indepth Analysis 40%

Students will demonstrate their counselling skills in a simulated context through the submission of a 25-30 minute video example of their counselling skills, a verbatim transcription of the session, and submission of a coding sheet identifying skills used and an evaluation of the effectiveness and quality of each skill. An overall summary of the effectiveness of the interaction will conclude the assignment.

Overview of Assignment

Participants will be required to provide a demonstration of their counselling skills in a simulated **first session** context through the submission of the following elements:

- a 25-30-minute video example of their counselling skills;
- a verbatim transcription of the session; and
- a coding sheet identifying the particular counselling skills used, an evaluation of the effectiveness and quality of each skill, and an overall summary of the effectiveness of the interaction (self-reflection). The coding sheet is exactly like the one used for Tape #1 assignment with the EXCEPTION of the alternative response column.

Demonstrated Skills

The focus of the counselling skills demonstration will be on the ability to explore a client/helpee presenting issue. Remember the building of rapport is essential. While the emphasis should remain on whatever domain the helpee presents (e.g., affective or cognitive), it is expected that the helper will demonstrate *at least* the following:

- structuring skills;
- attending skills;
- reflections of verbal content (paraphrase);
- reflections of meaning;
- reflections of affect;
- transition skills; and
- effective summaries.

Grading Criteria

Accuracy, focus and fluency with process will be the basis for assignment evaluation. In particular, attention will be paid to the degree to which the helper:

- accurately coded and evaluated the skills used in the interaction, and summarized the overall effectiveness of the interaction (16 marks);

- used appropriate engagement or invitational techniques to elicit information (6 marks);
- captured the affect throughout the interview (6 marks);
- identified and maintained a focus on the core issue/meaning of the interaction *from the client's perspective*, and avoided a premature movement to a solution (6 marks);
- demonstrated fluency and comfort with managing and structuring the interaction process (6 marks).

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

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.

Note:

- Any course with a grade of less than B- cannot be considered for credit in Faculty of Education Graduate Programs.
- There is a strict late policy. Late assignments will lose 3% per calendar day, unless an extension was granted in advance of the due date. 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).

SCOPE AND SEQUENCE: Provided on the CAAP 6605 Moodle site and subject to change.

ATTENDANCE:

As students in the Faculty of Education, the following professional standards of behaviour are encouraged and expected. This includes excellent attendance and adherence to the Standards of Professional Conduct articulated by the Faculty of Education. In addition to Professional Conduct, students are expected to meet expectations set out in other University and Faculty of Education policies, and to adhere to expectations set out by the Canadian Counselling and Psychotherapy Association (CCPA). Since this is a course which uses experiential learning as a format for skill development, **attendance at all classes is necessary and required**. If you are ill or otherwise unable to attend class, please notify me by phone or email prior to the class. *Non-excused absences will result in a 5% reduction in your final grade.

PROFESSIONAL RESPONSIBILITIES

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

<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/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://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>

Canadian Code of Ethics for Psychologists:

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

CCPA Code of Ethics:

<https://www.ccpa-accp.ca/ethics/>

Faculty of Education Standards of Professional Conduct:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

- 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.

Intellectual Honesty

Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction.

However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position.

The [APA website](#) offers information about the citation styles of the American Psychological Association. Since this is your first course, it is not expected that you will have mastered APA style. Instead you will be given feedback on APA style. You will notice that the research paper is the only assignment in which APA format is required.

All written assignments must be completed according to the format described in *the Publication Manual of the American Psychological Association* (6th ed.). We strongly recommend that you purchase a copy of the APA Manual and refer to it when writing papers and compiling reference lists. The specific number of marks allotted to APA format for each assignment is indicated under the grading criteria for that assignment.

Please acquaint yourself with these sections of the APA manual (6th edition).

Evaluation Component	Reference* and Grading Criteria
Writing Style and Presentation	Chapter 3, Sections 3.05 to 3.16
Spelling and Punctuation	Chapter 4, Sections 4.01 to 4.30
Organization and Heading Style	Chapter 3, Sections 3.02 to 3.04
Quotations and Within-Text Citations	Chapter 6, Sections 6.03 to 6.10
Reference List	Chapter 6, Sections 6.17, 6.22, 6.25, 6.26, and 7.01

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

The APA website (<http://www.apastyle.org>) offers information about the citation styles of the American Psychological Association.

