UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
ADDICTIONS COUNSELLING PROGRAM
ADCS 3739 – Alternative Therapies & Holistic Populations
Course Syllabus – Spring, 2015

OFFICE: TBA
PHONE: TBA
E-MAIL: sharie.falk@uleth.ca
OFFICE HOURS: By appointment
LECTURE: Thursdays, 1:40 p.m. – 4:20 p.m., Room AH 175

COURSE DESCRIPTION:

This course will examine alternative therapies for holistic seeking populations. Students will gain an understanding of specific alternative therapies that focus on healing and moving clients with intention to wholeness in their being. Grounded in Transpersonal theory, alternative therapies to be explored will include body centered therapies, shamanism and nondual approaches, as well as additional approaches drawn from eastern philosophy (i.e. mindfulness, meditations).

In addition to gaining an understanding of alternative therapies within a transpersonal framework, students will also gain understanding of how these approaches can be complimentary to conventional therapeutic approaches within the dominant discourse.

COURSE OBJECTIVES:

Upon successful completion of this course the student will be able to:
1) Understand the theoretical framework that grounds alternative therapies
2) Understand how alternative therapies can facilitate wholeness in clients
3) Facilitate client-centered change in their search for wholeness and develop others to improve bio/psycho/social/spiritual health
5) Establish counselling relationships based on an orientation of mutual respect, empathy, trust, diversity and cultural responsiveness
5) Practice ongoing self-care and self-management, self-awareness and self-reflection
6) Demonstrate skills in interpersonal effectiveness, collaboration, cooperation, and teamwork
7) Demonstrate continuous learning strategies

APPROACH TO LEARNING:

Lecture:

The theoretical framework that grounds alternative therapies will be explored. Alternative therapies grounded in transpersonal theory including but not limited to Shamanism, body centered therapies, and non-dual approaches will be reviewed in-depth and discussed in lecture. Lectures will incorporate readings from the assigned texts in addition to supplementary resources. Students will be expected to complete the assigned readings prior to the lecture on a particular topic and actively participate in discussions. See the attached class schedule for an outline of assigned readings.

Experiential exercises, video presentations, and discussions will be used to complement learning in the lecture.
REQUIRED TEXTS:


ADDITIONAL READINGS:


**ASSIGNMENTS AND EXAMS:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Group Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Journal (due mid-term and in April)</td>
<td>20</td>
</tr>
<tr>
<td>Transformational Paper</td>
<td>40</td>
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<tr>
<td>Mid-term exam</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>/100</strong></td>
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</tbody>
</table>

**Description of Assignments:**

1. **Group Presentation**
   In groups of 3 or 4, students will pick an alternative therapy and present it to the class. See marking sheet for details.

2. **Mid-term Exam**
   Students will write an exam consisting of short answer and case studies to demonstrate their understanding of course material from the lectures.

3. **Transformational Paper**
   Each student will write a transformational paper reflecting their personal growth, key insights, and significant transformational experiences. Students will integrate experiences and insights from the lecture and their personal experiences with alternative therapies. This paper will be a reflection of students own journey to wholeness. The paper should be 25-30 pages in length. Paper should be done according to APA (6th edition) guidelines, with references for out-of-class sources.
4. Journal
Each student will record their insights, observations, connections, key learning experiences, and critical reflections in a journal; at least 2-3 submissions expected per week. This journal is designed to promote self-awareness, including use of self-care and self-management strategies as well as facilitating the awareness of the importance of continuous learning.

GRADING BREAKDOWN:

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95 - 100%</td>
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<tr>
<td>A</td>
<td>4.0</td>
<td>91 - 94.9%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>87 - 90.9%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>83 - 86.9%</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>79 - 82.9%</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>75 - 78.9%</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>71 - 74.9%</td>
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<td>C</td>
<td>2.0</td>
<td>67 - 70.9%</td>
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<tr>
<td>C-</td>
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<td>63 - 66.9%</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>59 - 62.9%</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>55 - 58.9%</td>
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<tr>
<td>F</td>
<td>0</td>
<td>0 - 54.9%</td>
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</table>

Unless prior arrangements are made with the instructor, late assignments will be deducted 5% per day. See the University of Lethbridge 2014-2015 calendar for policies on plagiarism and cheating. These policies will be strictly adhered to.

PLAGIARISM STATEMENT:

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

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment http://www.uleth.ca/ross/counselling/index.html. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University’s Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the FAQs),
- guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
• a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library’s license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

COURSE SCHEDULE (tentative and subject to change):

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic(s)</th>
<th>Reading(s)</th>
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<tbody>
<tr>
<td>1 – January 8</td>
<td>• Overview of course, student expectations&lt;br&gt;• Introduction to alternative therapies and Transpersonal Theory</td>
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<tr>
<td>2 – January 15</td>
<td>• Transpersonal Theory</td>
<td>• Cortright – Chapters 1-3&lt;br&gt;• Mackinnon – Introduction</td>
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<td>3 – January 22</td>
<td>• Transpersonal Approaches</td>
<td>• Cortright – Chapters 3-5, 7, part 2</td>
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<td>4 – January 29</td>
<td>• Shamanism</td>
<td>• Mackinnon – Chapters 2-5</td>
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<td>5 – February 5</td>
<td>• Shamanism</td>
<td>• Mackinnon – Chapters 6, 15, 16&lt;br&gt;• Experiential Exercise</td>
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<td>6 – February 12</td>
<td>• Eastern Approaches&lt;br&gt;• MID-TERM JOURNAL DUE</td>
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<td>7 – February 19</td>
<td>READING WEEK – NO CLASS</td>
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<td>8 – February 26</td>
<td>MID-TERM EXAM</td>
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<td>9 – March 5</td>
<td>• Eastern Approaches</td>
<td>• Cortright – Chapter 5</td>
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<td>10 – March 12</td>
<td>• Body Centered Therapies&lt;br&gt;• Internal Family Systems</td>
<td>• TBA</td>
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<td>11 – March 19</td>
<td>• Non-Dual Approaches</td>
<td>• Tzu – Parts 1 and 2</td>
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<td>12 – March 26</td>
<td>• Integrative, Non-Dual Approaches</td>
<td>• Tzu – Part 4</td>
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<td>13 – April 2</td>
<td>• Non-Dual Approaches</td>
<td>• Tzu – Parts 5 and 6</td>
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<td>14 – April 9</td>
<td>• Spiritual Emergencies&lt;br&gt;• Ethical Considerations&lt;br&gt;• FINAL JOURNAL DUE</td>
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<td>15 – April 16</td>
<td>• Wrap-Up</td>
<td>• FINAL PAPER DUE</td>
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### Elements for Evaluation

<table>
<thead>
<tr>
<th>Description of Alternative Therapy, relating it to theory, how it is used/intention, Strengths and limitations of therapy, experiential activity/videos/role plays, facilitation of classroom discussion</th>
<th>Scoring</th>
<th>Mark</th>
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<tbody>
<tr>
<td>8</td>
<td>9</td>
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Comments:

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## Description of problematic living, biases relating to alternative therapies, transformational issues, awareness and key insights, healing over term

<table>
<thead>
<tr>
<th>Element</th>
<th>Scoring</th>
<th>Mark</th>
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<td>Description of problematic living, biases relating to alternative therapies, transformational issues, awareness and key insights, healing over term</td>
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<td>Impact on present day functioning</td>
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<tr>
<td>Invitations for future healing and transformation, role of transformation and alternative therapies on future as a counsellor</td>
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<tr>
<td>Total</td>
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Comments:

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