

CAAP 6605

Foundational Counselling and Conflict Resolution Skills

Summer Session Full Term 2014

The University of Lethbridge, Faculty of Education

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| Instructor: | Dr. Blythe Shepard | Office: TH 274 | Phone: 329-2383 |
| Graduate Programs | Kevin Matis | Office: TH 403 | Phone: 329-2256 |
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| Office Hours: | by email to set up a phone call (on-line component), after class during the | | |
| | July intensive | | |

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 or consent of the Assistant Dean of Graduate Studies and Research (Faculty of Education).

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-care, self-reflection, and self-exploration, involved in becoming an effective counsellor;
4. Understand and follow the phases/stages of the counselling process
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:
 - Rapport building
 - Responding skills
 - Engagement or Invitational skills;
 - Challenging skills
 - Structuring 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; and
10. 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.

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

Paré, D. A. (2013). *Collaborative helping skills. Video demonstrations of cultural mindful helping*. Thousand Oaks, CA: Sage Publications.

Course Handouts are available on the CAAP 6605 Moodle Site

Lab Manual:

Hiebert, B. (2001). *Creating a working alliance: Generic interpersonal skills and concepts*. Calgary, AB: University of Calgary. Note: You will use this Lab Manual throughout the course and most heavily when you are on campus. 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. (with CD Rom)

| Course Activity | Weighting | Due Date |
|-------------------------------------|-------------|------------------------------|
| Participation in Online Discussions | 15 % | June 10th |
| Reflective Journal | 15 % | June 14th |
| Critique of a Counselling Session | 20 % | June 29th |
| Six in a Row | 10% | July 29 th |
| Peer Assessment | 15% | July 31 st (9 am) |
| Indepth Analysis | 25% | August 9 th |
| Total | 100% | |

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 |

Notes:

- Any course with a grade of less than B- cannot be considered for credit in Faculty of Education Graduate Programs.
- Please let me know if you require any accommodations due to a disability. The Accommodated Learning Centre can also provide you with necessary information, services, and support.
- It is expected that learners pass the content portion of the pre-summer Institute before participating in the summer institute.
- It is expected that students pass the Summer Institute video/skills assignment in order to pass the entire course. It is possible to receive a passing grade in the online portion of the course but fail CAAP 6605 due to inadequate skill development as represented by a failing evaluation on the final Summer Institute skills demonstration video assignment.

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) and to those set out by the Canadian Psychological Association (CPA). 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:

- 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 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.

Students with Disabilities

Students with disabilities who require academic accommodations are invited to contact the [Accommodated Learning Centre](#) at the University of Lethbridge before their program begins. Documentation of the disability or disabilities and recommendations from a professional can be faxed to the Accommodated Learning Centre at (403) 394-3949. The student will then be contacted to discuss accommodations and notification of their instructors and/or professors.

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 |

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| 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 |
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*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.

ASSIGNMENTS

Assignment details will be available on the CAAP 6605 Moodle site.

1. Discussion Forum

Please read the Discussion Forum Expectations in the Introduction or under Course Assignments as posted on Moodle.

2. Reflective Journal

The reflective journal assignment is an opportunity to think about your journey towards becoming a professional counsellor. I will expect you to reflect on your work including: coursepack materials, responses to video clips, stop and reflect activities, and exercises at the end of the chapters in the Pare textbook.

3. Critique of a Counselling Session

The Counselling Session Critique is an opportunity to utilize your course materials to review, analyze, and critique a counselling session by a 'master' therapist.

4. Six in a Row

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.

5. Peer Assessment

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.

6. Indepth Analysis

Students will demonstrate their counselling skills in a simulated context through the submission of a 20 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.

