

CAAP 6605

Foundational Counselling and Conflict Resolution Skills

Summer Session Full Term 2015
The University of Lethbridge, Faculty of Education

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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.
<http://college.cqpress.com/sites/pare/Home.aspx>

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)

REQUIRED MATERIALS:

- **Two** USBs
- **Headphones**
- External microphone (optional)
- 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)

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
Participation in Online Discussions	15 %	June 30 th
Mini Assignments	15 %	June 14 th
Research Paper on the Working Alliance	20 %	June 26 th
Six in a Row	10%	July 3rd
Peer Assessment	15%	July 24 th
Indepth Analysis	25%	August 4 th
Total	100%	

ASSIGNMENTS

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

1. Discussion Forum

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

- Week One: May 27th to May 31st
- Week Two: June 10th to 14th
- Week Three: June 24th to June 28th

2. Mini Assignments

Mini Assignments are opportunities to think about your journey towards becoming a professional counsellor. I will expect you to engage in a number of small activities either on your own or in dyads including: coursepack materials, responses to video clips, stop and reflect activities, and exercises at the end of the chapters in the Pare textbook as examples. Details will be provided on the Moodle site.

3. Research Paper on the Working Alliance (20%)

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 to 12 pages exclusive of references and an APA cover page. Please double-space, using 12 font Times New Roman and one inch margins.

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	3marks
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).	8 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 (rapport building, responding, engagement, challenging, and structuring skills) contributes to the working alliance. With what parts of the model are you most comfortable?	4 marks

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.

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.

Notes:

- Any course with a grade of less than B- cannot be considered for credit in Faculty of Education Graduate Programs.
- 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.
- Grading rubrics are available on the CAAP 6605 Moodle site.

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.

For M.C. online courses, attendance is reflected by making the required number of posts – please refer the students to the document: McBride, D., & Shepard, B. (2010) which is posted on the course Moodle page. *Discussion forum expectations and grading criteria in the M.C. program*. This document outlines the standard in the M.C. program with respect to: the type of posts that are expected in online work; what are and when to make core and reply posts; what a typical online week looks like in the M.C. program; expected time frames when to make posts; the online confidentiality policy; and the grading criteria for posts.

PROFESSIONAL RESPONSIBILITIES

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/>

CCPA Code of Ethics:

<http://www.ccpa-accp.ca/en/resources/codeofethics/>

ATA Code of Professional Conduct (when practicum is based in an educational setting):

[http://www.teachers.ab.ca/About the ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About_the_ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

Faculty of Education Standards of Professional Conduct:

http://www.uleth.ca/education/resources/forms-guidelines/professional-conduct_2230

- 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.

- If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

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.

