

Master of Education: Counselling Psychology  
**CAAP 6605: Foundational Counselling and Conflict  
Resolution Skills**  
Summer Session 2013

*Note: This syllabus, except for the assignments, is subject to change until the first day of the course*

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**\*Response time:** Expect up to a 48-hr turnaround time during the week (52-hr on weekends). Please resend your message if you have not received a reply in this timeframe; I may not have received it.

**\*Note:** I welcome and warmly invite **all** students to contact me to discuss the course, course assignments, to review your career options, to receive some study tips, career advice, etc.

## Course Details

<b>Term:</b>	SS Full 2013	<b>Credit Hours:</b>	3.0
<b>Equivalent:</b>	EDUC 5704	<b>Contact Hrs:</b>	3-0-0

**Overview:** CAAP 6605 *Foundational Counselling and Conflict Resolution Skills* 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.

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.

This course will be delivered through lecture and lab experiences. 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. Reflective exercises,

lectures, small group practice, skill demonstrations, peer supervision and instructor feedback will be employed in the teaching of counselling skills. **You are expected to consult and practice with your peers as much as possible outside of the classroom.**

## Objectives

By the end of this course, students will be able to:

- ✦ Demonstrate an understanding of: 1) the history and philosophy of counselling and counselling psychology in Canada, and 2) the role and identity of professional counselors and counselling psychologists, and their relationship with other related professions;
- ✦ Describe the characteristics and responsibilities of effective helpers;
- ✦ Describe the importance of the therapeutic alliance;
- ✦ Identify and effectively demonstrate the following groups of essential interviewing and basic counselling skills:
  - Structuring skills
  - Soliciting skills
  - Reacting skills
- ✦ Establish a collaborative helping relationship and maintain appropriate professional boundaries;
- ✦ Understand and apply effective counselling skills to structure a counselling interview, facilitate client exploration of issues, examine alternative perspectives, and develop appropriate actions with respect to issues present;
- ✦ Identify the relationships between counselling outcomes and communication skills applied;
- ✦ Identify the limits of their helping skills and articulate how to provide effective referrals when necessary;
- ✦ Develop sensitivity for issues and trends affecting diverse groups;
- ✦ Appropriately receive and utilize feedback from instructor, TA, and peers;
- ✦ Engage in self-reflection and self-exploration.

\*\*Note: Outcomes are linked to the Canadian Counselling and Psychotherapy's requirements for accreditation of Master's programs.

## Required Readings

Young, M.E. (2009). *Learning the Art of Helping: Building Blocks and Techniques*. Columbus, Ohio: Pearson. **(and MyCounselingLab access)**

### Supplementary Texts and Readings:

American Psychological Association. (2010). *Publications manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington: Author.

\*\*Additional required reading assignments and/or recommended resource material (mainly websites and journal articles) will be announced throughout the course.

## **Recommended Readings:**

- Cormier, S. & Hackney, H. (2012). *Counseling Strategies and Interventions* (8<sup>th</sup> ed.). Toronto: Pearson.
- Egan, G. & Schroeder, W. (2009). *The skilled helper: A problem-management and opportunity-development approach to helping* (1<sup>st</sup> Canadian ed.). Toronto: Nelson.
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2009). *Intentional interviewing & counselling: Facilitating client development in a multicultural society* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

## **Evaluation**

<b>Course Assignments</b>	<b>Weighting</b>
<b>Daily Video/Audio Transcript: Self-Awareness Demonstration (Total of 4)</b> The purpose of this assignment is to develop your critical awareness of how your communications shape the responses of helpees, and for you to consider alternatives to how you communicated. Note: this assignment is not intended for you to demonstrate your very best skills in the transcript. From Mon-Thur of SI, you will select and transcribe a 5-minute segment from one of your practice sessions that demonstrates your use of at least one of the major skills learned that day. The focus of the assignment is to reflect on what you did say and the impact it had on the helpee's response; then, provide 2 alternative responses you could have offered and a short reflection on how the helpee may have responded. <b>DUE July 30<sup>th</sup>, 31<sup>st</sup>, Aug. 1<sup>st</sup>, and 2nd.</b>	20%
<b>Working Alliance Paper</b> You will write a 4-5 page paper, exclusive of references and cover page, summarizing and discussing the literature on the Working Alliance construct and the course material. You will demonstrate your own personal integration of the Working Alliance construct. <b>DUE May 26th</b>	20%
<b>Three "Learnings" Summary</b> The three "learnings" assignment requires you to summarize your most important learning in each of the counselling roles (helper, helpee, observer) over the span of the course. <b>DUE Aug. 6th.</b>	10%
<b>Video Assignment: Skills Demonstration</b> You will be required to provide a 20-min. video demonstration of your counselling skills in a simulated context along with a verbatim transcription of the session. The focus of the counselling skills demonstration will be on your ability to explore a client presenting issue using the skills learned in class. Accuracy, focus and fluency with process will be the basis for assignment evaluation. <b>DUE Aug. 6<sup>th</sup>.</b>	30%

<b>DF and Class Participation</b> Active participation in class discussion and activities is essential for your professional development and integration of counselling skills. You are expected to have completed all assigned readings in advance of the class and be prepared to engage in discussion, self-reflection, and experiential activities. Midterm feedback on participation will be provided at the end of Week 3 online.	20%
<b>Course Total</b>	100%

**Notes:**

- \*\* Further information and guidance with respect to the course assignments, including grading rubrics, will be provided in Moodle on the first day of the course.
- \*\* **Late assignments** will be penalized 3% per day late (incl. weekends).
- \*\* **Exceeded page length** will be penalized 3% per page. As graduate students, it is expected that you learn to write in a concise manner.

## Grading

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

## Course Schedule

Date	Topic	Readings/Assignments
<b>Week 1</b>  <b>May 8 - 12</b>	<ul style="list-style-type: none"> <li>• Introduction to course</li> <li>• Counselling psychology as a profession</li> <li>• Characteristics of effective helpers</li> <li>• Role of self-reflection</li> <li>• Process of helping</li> </ul>	Young Ch. 1 & 2  Complete MyCounselingLab Exercises on pp. 23 & 47  Additional readings as assigned
<b>Week 2</b>  <b>May 15 – 19</b>	<ul style="list-style-type: none"> <li>• Barriers to helping; Roadblocks/Competencies</li> <li>• Attitudes in communication</li> <li>• Working alliance</li> <li>• Empathy</li> <li>• Awareness of diverse groups</li> </ul>	Young Ch. 3  Complete MyCounselingLab Exercise on pg. 74  Additional readings as assigned
<b>Week 3</b>  <b>May 22 - 26</b>	<ul style="list-style-type: none"> <li>• Nonverbal communication</li> <li>• Invitational Skills: SOLER</li> <li>• Opening Skills: Minimal Encouragers, Questions</li> <li>• Soliciting Skills: Prompts, Probes, and Questions</li> </ul>	Young Ch. 4  Complete MyCounselingLab Exercise on pg. 97  Additional readings as assigned  <b>DUE: Working Alliance Paper May 26<sup>th</sup></b>
<b>May 26<sup>th</sup> – July 29<sup>th</sup></b>	<b>Preparation for SI: Review and Practice</b>	<b>**Complete all readings <u>and</u> MyCounselingLab Exercises prior to attending SI:</b> Young, Ch. 5, 6, 7, 8, 9, 10, 11, 12  Strong, T., & Zeman, D. (2010). Dialogic considerations of confrontation as a counseling activity: An examination of Allen Ivey's use of confronting as a microskill. <i>Journal of Counseling &amp; Development</i> , 88(3), 332-339.

		Wheeler, C. D., & D'Andrea, L. M. (2004). Teaching counseling students to understand and use immediacy. <i>Journal of Humanistic Counseling, Education and Development</i> , 43, 117-128.
<b>SI Day 1</b> <b>July 29th</b>	<ul style="list-style-type: none"> <li>• Review: Nonverbal Skills, Opening Skills, Soliciting Skills</li> <li>• Reflecting Skills II: Paraphrase (Reflecting Content, Thought), Reflection of Meaning</li> <li>• Reflecting Skills III: Reflection of Feeling</li> <li>• Skill Analysis and Self-Evaluation</li> </ul>	Young Ch. 5, 6, 7 (pp. 139-144)
<b>SI Day 2</b> <b>July 30th</b>	<ul style="list-style-type: none"> <li>• Structuring Skills: Summarizing, verbal tracking, transitions</li> <li>• First Session</li> <li>• Taking Notes</li> <li>• Assessment &amp; Goal-setting</li> <li>• Clarifying and concretizing</li> </ul>	Young Ch. 7 (pp. 149-158), 9, 10  <b>DUE: Daily Video Transcript</b>
<b>SI Day 3</b> <b>July 31st</b>	<ul style="list-style-type: none"> <li>• Self-disclosures</li> <li>• Anecdotes &amp; Immediacy</li> <li>• Advice, Information-giving</li> <li>• Challenging &amp; confrontation</li> </ul>	Young Ch. 8, 11 Strong & Zeman (2010) Wheeler & D'Andrea (2004)  <b>DUE: Daily Video Transcript</b>
<b>SI Day 4</b> <b>Aug. 1st</b>	<ul style="list-style-type: none"> <li>• Application I: Targets of Intervention: Cognitive, Affective, Behavioural</li> <li>• Application II: Problem solving &amp; Decision-making</li> </ul>	<b>DUE: Daily Video Transcript</b>
<b>SI Day 5</b> <b>Aug. 2nd</b>	<ul style="list-style-type: none"> <li>• Outcome Evaluation</li> <li>• Termination</li> <li>• Self-care</li> <li>• Skill Integration</li> </ul>	<b>DUE: Daily Video Transcript</b>
<b>Aug. 6th</b>		<b>DUE: Video Assignment: Skills Demonstration AND 3 "Learnings" Summary</b>

\*\*Note:s The course schedule may be changed up until the first day of classes. The instructor reserves the right to adjust the schedule during SI in order to best meet student learning needs.

**You are required to bring at least two 4GB Memory Stick to SI to transfer your videotaped roleplays for reviewing, reflection and analysis. If you have a MAC laptop, please be sure to bring it to all practice sessions for recording of session.**

## Writing Expectations

It is expected that your writing meet the expectations of a graduate level program, including abiding by the **APA Publication Manual (6<sup>th</sup> ed.)**. In addition, you will want to keep in mind the following points:

- Writing must demonstrate appropriate standards of written communication in graduate school; as such, avoid grammatical errors, lack of clarity, poor structure or organization.
- Textbooks (tertiary sources) are not acceptable sources for citing. You should be using primary resources or secondary sources (journal articles, books).
- Use Canadian spelling.
- Submit all assignments typed, in Word document format, with a title page (see APA Publication Manual for sample).
- Unless otherwise indicated, submit your assignments through the Moodle system. Electronic files should be saved as: LastName\_course\_assign name\_date.doc (or .docx). Hard copies should be printed on 8 ½ x 11" paper and STAPLED, unless otherwise indicated by instructor.
- Number all pages. Insert your last name in the header with the page number on all pages (Last name pg#).
- All papers are to be double-spaced.
- Class handouts can use single-spaced bullets and/or include PowerPoint handouts.
- Include a reference page with proper APA formatting with all assignments, unless otherwise indicated.
- Page requirements do not include title page, references, and appendices (if appropriate).

## Course Policies

**Respect:** In order create an optimal learning environment for you, it is critical that we treat each other professionally and with respect, including: regular and early participation in discussion forums; avoiding abusive language; avoiding use of cell phones, email, and the internet during face-to-face class; demonstrating respect for different opinions; and adhering to confidentiality. Confidentiality refers to not sharing identifying details of classmates' stories/experiences with others outside the course AND not talking to each other about other classmates' stories/experiences. Please only share what you are comfortable sharing in the class context.

**Learning responsibilities:** In order to be an active learner, you are responsible for reading and knowing the information in all assigned readings, even if not covered directly in class lectures. This information is expected to be integrated into your assignments, as appropriate. I rarely teach directly from the textbook; rather, I supplement your readings with additional information to maximize your learning opportunities. You are also expected to complete all course assignments.

**Attendance:** Mandatory attendance at all weekly lessons is required, except in exceptional circumstances approved by the instructor. Should you be absent from a lesson, you are required to assume responsibility for catching up on all the material and information missed by contacting a fellow classmate. Notify the instructor if you are going to be absent.

**Academic accommodation:** If you have a disability that requires academic accommodation, please follow the procedures outlined in the university calendar. In addition, please notify the instructor within the first week of the start of the course or for a more recent disability, due to an accident or illness, no later than a week upon your return to class.

**Academic dishonesty:** Academic dishonesty is a very serious ethical issue and dishonesty will not be tolerated, including not properly crediting others when paraphrasing or quoting their work, copying another student's work, submitting work that is not completely your own (except in situations of group work), and submitting work (or substantial portions of work) previously submitted in another course. Please consult the U of L's calendar for the definition and consequence of this behaviour.

**Assignment submission and late policy:** Hard copies of assignments must be handed in by the start time of class AND/OR assignments must be uploaded to Moodle by 23:55 on the day they are due; otherwise they will be marked as late. A late policy of 3% per day including weekends applies to all assignments received after 23:55. 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).

**Assignment assistance:** I want you to succeed in this course; therefore, I am happy to help answer any questions or concerns you have about assignments and/or class material. However, I am only able to help you if you come to me with your questions or concerns, so please come see me, as I am here to support you and your learning.

**Computer problems:** You must do everything in your power to find a way to connect to the internet or access a computer as needed to complete your work. You must still submit assignments on time and be involved in DFs.

**Professional conduct:** All students in the course are required to adhere to the Standards of Professional Conduct as outlined in the most recent edition of the U of L Calendar, Faculty of Education section VI. Any violations will result in dismissal from the class and/or a failing course grade being awarded.