

# **CAAP 6615**

## ***Counselling Strategies and Interventions***

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

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### **COURSE DESCRIPTION:**

An intensive study of a variety of counselling techniques arising from counselling theories to address common presenting problems in children, youth, and adults. Skill development in laboratory settings emphasizes counsellor self-evaluation, case conceptualization, the ethical practice of delivering the treatment plan, intervention efficacy, matching of interventions to client issues, and consultation issues.

This course combines a theoretical and practical focus to develop a framework from which to plan and implement client change interventions in a variety of contexts. I assume that students have already mastered a repertoire of basic skills for establishing a working alliance and have the ability to use those skills in the design and implementation of intervention strategies that help promote change that is consistent with client goals.

*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) AND CAAP 6601 (CAAP 601) AND CAAP 6605 (CAAP 605)*

*Equivalent: Education 5706*

*Note: All prerequisite courses must have a minimum 'B minus' ('B-') grade.*

This course is divided into a pre-summer institute study and a summer institute study. The pre-institute component consists of five units which will cover Cognitive Behavioral Therapy as well as basic information and groundwork necessary for success in the summer institute. In between the on-line component and the summer institute you will be required to do some reading – the summer institute is a busy time, so the more prepared you are in terms of reading, the better! The summer institute consists of five days that emphasize practicing strategies and interventions. *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.*

### **COURSE OBJECTIVES:**

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

1. Demonstrate competence in foundational skills and the ability to be *present* with clients;
2. Describe a range of key counselling techniques and the theoretical basis underlying each;
3. Select and justify interventions that are appropriate for client issues;
4. Understand the basic philosophy and fundamental principles of CBT;
5. Develop competence in implementing basic CBT techniques for depression and anxiety disorders;
6. Describe a framework for case conceptualization and intervention planning;
7. Demonstrate the ability to implement the framework in a counselling context;
8. Critically evaluate the intervention efficacy, including appropriateness, process followed, and outcomes attained; and
9. Engage in self-reflection and self-exploration.

### **REQUIRED TEXTS:**

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

Erford, B. T., Eaves, S. H., Bryant, E. M., & Young, K. A. (2010). *35 techniques every counselor should know*. Upper Saddle River, NJ: Merrill/Pearson Education, Inc.

Wright, J. H., Basco, M. R., & Thase, M. E. (2006). *Learning cognitive behavior therapy: An illustrated guide*. Arlington, VA: American Psychiatric Publishing, Inc.

### **Supplemental Texts**

Cormier, S. & Hackney, H. (2008). *Counseling strategies and interventions* (7<sup>th</sup> ed.). Toronto: Pearson Education Inc.

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

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

**Other Supplemental Texts** and articles are available on the CAAP 6615 Moodle site.

### **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 6615: Counselling Strategies and Interventions 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 %	July 14 <sup>th</sup>
Part One: Workbook Presentation (on-line)	15 %	July 8 <sup>th</sup> to 12 <sup>th</sup> Grades July 14 <sup>th</sup>
Part Two: Intervention Demonstration (on-campus)	15 %	July 20 <sup>th</sup> to 24 <sup>th</sup>
Mastering Foundational Skills	15%	July 24 <sup>th</sup>
Intervention Competence	40 %	August 5 <sup>th</sup>
<b>Total</b>	<b>100%</b>	

**Note:** Grading rubrics are available on the CAAP 6615 Moodle site.

### Assignments

#### 1. Discussion forums

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

- Week One: May 6<sup>th</sup> to 10<sup>th</sup>
- Week Two: June 3<sup>rd</sup> to 7<sup>th</sup>
- Week Three: June 17<sup>th</sup> to 21<sup>st</sup>
- Week Four: July 1<sup>st</sup> to 5<sup>th</sup>
- Week Five: July 8<sup>th</sup> to 12<sup>th</sup>

## **2. Part One: Workbook Presentation**

Each dyad/triad has their own workbook and they are to become the “experts” on the material covered in the workbook. While there is some overlap across all workbooks (all are CBT focused), there is particular content that needs to be shared via a Powerpoint or similar format.



## **3. Part Two: Intervention Demonstration (on-campus)**

Students will work in dyads/triads to provide a class demonstration of an intervention from their workbook. Please check with your classmates to ensure that we are not duplicating interventions.

## **4. Mastering Foundation Skills**

Students will use self-assessment, observation, group input, and the creation of a detailed learning plan and focused practice to gain an appropriate level of mastery of the foundational skills.

## **5. Intervention Competence**

Using structured practice and peer and instructor feedback, students will refine their ability with 3 interventions and reach a reasonable and appropriate level of competence. Students will assist each other by taking on the role of observer and client.

**Assignment details will be available on the CAAP 6615 Moodle site.**

### 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

*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.*

**SCOPE AND SEQUENCE:** Provided on the CAAP 6615 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%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

Faculty of Education Standards of Professional Conduct:

[http://www.uleth.ca/education/resources/forms-guidelines/professional-conduct\\_2230](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.

All written assignments must be completed according to the format described in *the Publication Manual of the American Psychological Association* (6th ed.). I 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. In this course you will be expected to use APA style when posting on the Discussion Forum and for the Workbook Presentation Powerpoint.

**Please acquaint yourself with these sections of the APA Manual**

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.

### **Group Work**

**Over the past few years, sometimes group assignments have become problematic. For this reason, I have created a group feedback form. Please be professional and at the same time honest.**

There are six categories that I would like you to use to assess your peers and yourself for the group projects (Part A and Part B). For each item, rate each person and yourself using the 4-point scale that will be posed under resources on the Moodle site. Please think hard and honestly about each of the categories and how you and each group member performed. It is not necessary that everyone get the highest score on each item. Different people will have different strengths and different contributions. Beside each rating item, I have included a space for comments. Please include examples or explanations that will help me understand your ratings. Please do your evaluations independently – do not share or discuss your scoring or come to a decision based on a group opinion. I want a rating from each of you, based on your perceptions and experiences.

Submit one form for each person, including yourself, with your name and the assessed person's name on each form. I will not use the score in determining your group grade; however, if any difficulties are identified, I will be in touch with the group members to discuss the ways in which we can deal with the situation.

