

UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
Masters of Education: Counselling Psychology - Addictions & Mental Health Cohort
EDUC 5704-Counselling Psychology: Skills
Course Syllabus – Summer Session II July 4-22, 2016

Instructor: Marcia Rich, Ph.D., R. Psych., Assistant Professor
Office: M3013
Phone: 403-892-1161
E-mail: marcia.rich@uleth.ca
Office Hours: TBA or by appointment

Lecture: MTWRF 9:00 -11:50 am
TH 277 (Turcotte Hall)
Lab: MTWRF 1:00 -3:50 pm
MH 1004

ED 5704 Counselling Psychology: Skills

This course provides for the foundational understanding and acquisition of communication skills in interpersonal and counselling contexts. Emphasis is 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.

Course Objectives

- To understand the history and philosophy of counselling as a helping profession.
- To understand, discuss, and apply a clear perspective on the role and identity of professional counsellors and their relationships with other related professionals.
- To understand and apply essential interviewing and basic counselling skills so that the student is able to develop an effective therapeutic relationship and develop and maintain appropriate boundaries.
- To understand and conceptually apply a range of basic counselling concepts and theories to counselling practice.
- To increase the student's competency to understand and apply effective counselling approaches and techniques to facilitate client exploration of issues, examination of alternative perspectives, and development of appropriate actions with respect to the issues presented.
- To further develop student self-reflection and self-exploration related to course material and personal and professional experiences.
- To understand and meet required standards of preparation including certification and accreditation standards.
- To understand and explore issues and trends affecting diverse groups.

Essential Learning Experiences

- A. Class (3 hrs/day):** The class component of the course focuses on providing a survey of basic counselling skills, concepts and theories, along with related issues in counsellor self-development, reflective practice and issues of diversity. These topics will be explored through selected readings and seminar style discussions. The integration of personal and professional development of the counsellor in-training will be emphasized. Class discussion will be augmented by videos, role-plays, experiential exercises, and group activities. A high level of active student participation is required.
- B. Lab (3 hrs/day):** The lab component of the course focuses on participating in a group process, as well as, developing basic counselling skills for individual counselling. The group process and group “check-in” portion utilizes Yalom’s Interactional Model of group counselling. The development of basic skills for individual counselling will involve instruction and practice sessions related to the counselling skills and concepts discussed in class. The lab component of the course emphasizes student investment in personal and professional reflective practice, the development of applied skills, openness to giving and receiving feedback, and the use of consultation to improve counsellor effectiveness.
- Participation in the lab component of the course is critical to the development of applied counselling skills. Students are only allowed one absence from the lab sessions during the term. Any additional absence must be supported by medical documentation signed by a physician.**
- C. Required Reading:** Required readings are indicated on the attached “Class Schedule and Readings.” Students are required to read the assigned readings prior to class with an expectation to critically analyze and synthesize the major points of the readings. Students are to be prepared to discuss their own understanding of readings in seminar style class discussions.
- D. Required Orientation:** Students will be expected to embrace the “counselling journey” in this class, which emphasises:
- utilizing self-awareness and self-reflection for personal and professional growth,
 - embracing a diversity of perspectives, and
 - being inspired to develop and define one’s own counselling style.
- E. Course Assignments:** Course assignments are described below. Assignments emphasize the use of applied counselling skills, reflective practice skills, and the application of counselling concepts to conceptualize applied counselling experiences.

Required Textbooks and Reading

Corey, G. (2013). *The theory and practice of counselling and psychotherapy* (9th ed.). Pacific Grove, CA: Brooks/Cole.

- Greenspan, M. (2004). *Healing through the dark emotions: The wisdom of grief, fear, and despair*. Boston, MA: Shambala.
- Young, M.E. (2013). *Learning the art of helping: Building blocks and techniques* (5th ed.). Upper Saddle River, NJ: Pearson.

Additional readings may be assigned to augment class discussions.

Required Materials

Students are required to purchase a memory stick with a minimum 8 Gb memory to store recordings of their lab practice counselling sessions.

Additional Major References

- Beck, A.T., Wright, F.D., Newman, C.F., & Liese, B.S. (1993). *Cognitive therapy of substance abuse*. New York, NY: Guilford.
- Boorstein, S. (Ed.) (1996). *Transpersonal psychotherapy* (2nd ed.). Albany, NY: State University Press. Albany, NY: State University Press.
- Boorstein, S. (Ed.) (1997). *Clinical studies in transpersonal psychotherapy*. Albany, NY: State University Press. Albany, NY: State University Press.
- Bride, B.F. & MacMaster, S. (Eds.). (2008). *Stress, trauma, and substance abuse*. London: Routledge.
- Briere, J. & Scott, C. (2006). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. Thousand Oaks, CA: SAGE.
- Carruth, B. (Ed.). (2006). *Psychological trauma and addiction treatment*. New York, NY: Haworth. .
- Colbert, T.C. (1996). *Broken brains or wounded hearts: What causes mental illness?* Santa Ana, CA: Kevo.
- Corrigall, J., Payne, H., & Wilkinson, H. (Eds.) (2006). *About a body: Working with the embodied mind in psychotherapy*. New York, NY: Routledge.
- Cortright, B. (1997). *Psychotherapy and spirit: Theory and practice in transpersonal psychotherapy*. Albany, NY: State University Press.
- Dayton, T. (2000). *Trauma and addiction: Ending the cycle of pain through emotional literacy*. Deerfield Beach, Florida: Health Communications, Inc.
- Davidson, J. (2003). *The anxiety book*. New York, NY: Penguin Putnam.
- DiClemente, C.C. (2003). *Addiction and change: How addictions develop and addicted people recover*. New York, NY: Guilford.
- Diepold, J.H., Britt, V., & Bender, S.S. (2004). *Evolving thought field therapy: The clinician's handbook of diagnosis, treatment, and theory*. New York, NY: W.W. Norton.
- Drake, A. (2003). *Healing of the soul: Shamanism & psyche*. Ithaca, NY: Busca.
- Duran, E. (2006). *Healing the soul wound; Counselling with American Indians and other native peoples*. New York, NY: Teachers College Press.
- Firman, J. & Gila, A. (1997). *The primal wound: A transpersonal view of trauma, addiction, and growth*. New York, NY: State University Press
- France, M.H., Rodriguez, M., & Hett, G. (2004). *Diversity, culture and counselling: A Canadian*

- perspective*. Calgary, AB: Detselig Enterprises.
- Gendlin, E.T. (1981). *Focusing*. New York, NY: Bantam Books.
- Gilbert, M., & Orlans, V. (2011). *Integrative therapy: 100 key points and techniques*. New York, NY: Routledge.
- Greenspan, M. (2004). *Healing through the dark emotions. The wisdom of grief, fear, and despair*. Boston, MA: Shambhala.
- Grof, S. (1985). *Beyond the brain: Birth, death, and transcendence in psychotherapy*. Albany NY: State University Press.
- Grof, S. (1988). *The adventure of self-discovery: Dimensions of consciousness and new perspectives in psychotherapy and inner exploration*. Albany, NY: State University Press.
- Gross, J.J. (2007). *Handbook of emotional regulation*. New York, NY: Guilford.
- Harrison, R., Westwood, M. (2009). Preventing vicarious traumatization of mental health therapists: Identifying protective practices. *Psychotherapy, Theory, Research, Practice and Training*, 46(2), 203-219.
- Herman, J. (1997). *Trauma and recovery: The aftermath of violence from domestic abuse and political terror*. New York, NY: Basic Books.
- Jacobsen, L., Southwick, S., & Kosten, T. (2001). Substance use disorders in patients with posttraumatic stress disorder: A review of the literature. *American Journal of Psychiatry*, 159(8), Aug.2001, 1184 -1190.
- Johnson, S.L. (2003). *The therapist's guide to substance abuse intervention*. San Diego, CA: Academic Press.
- Kalsched, D. (1996). *The inner world of trauma: Archetypal defenses of the personal split*. New York, NY: Routledge.
- Kalsched, D. (2013). *Trauma and the soul: A psycho-spiritual approach to human development and its interruption*. . New York, NY: Routledge.
- Larkin, W. & Morrison, A.P. (Eds.) (2006). *Trauma and psychosis: New directions for theory and therapy*. New York, NY: Routledge.
- Leahy, R.L., Tirch, D., & Napolitano, L.A. (2011). *Emotion regulation in psychotherapy: A practitioner's guide*. New York, NY: Guilford.
- Lerner, H.G. (1985). *The dance of anger: A woman's guide to changing patterns of intimate relationships*. New York, NY: Harper and Row.
- Lerner, H.G. (1989). *The dance of intimacy: A woman's guide to courageous acts of change in key relationships*. New York, NY: Harper and Row.
- Levine, P. (1997). *Walking the tiger: Healing trauma*. Berkeley, CA: North Atlantic Books.
- Lopez Levers, L. (2012). *Trauma counseling: Theories & interventions*. New York, NY: Springer.
- Mackinnon, C. (2012). *Shamanism and spirituality in therapeutic practice: An introduction*. Philadelphia, PA: Singing Dragon.
- Mann, D. & Cunningham, V. (Eds.). ((2009). *The past and the present: Therapy enactments and the return of trauma*. New York, NY: Routledge.
- McMillan, D.W. (2006). *Emotion rituals: A resource for therapists and clients*. New York, NY: Routledge.
- Miller, A. (2005). *The body never lies: The lingering effects of cruel parenting*. New York, NY: W.W. Norton.

- Miller, D. & Guidry, L. (2001). *Addictions and trauma recovery: Healing the body, mind & spirit*. New York, NY: W.W. Norton.
- Miller, W.R. & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2nd ed.). New York, NY: Guilford.
- Neimeyer, R.A. (Ed.). (2001). *Meaning reconstruction and the experience of loss*. Washington, DC: American Psychological Association.
- Nelson, J. (1994). *Healing the split: Integrating spirit into our understanding of the mentally ill*. Albany, NY: State University of New York Press.
- Ogden, P., Minton, K. & Pain, C. (2006). *Trauma and the body: A sensorimotor approach to psychotherapy*. New York, NY: Norton.
- Pearson, C. (1991). *Awakening the heroes within: Twelve archetypes to help us find ourselves and transform our world*. New York, NY: HarperCollins.
- Pert, C. (1997) *Molecules of emotion: The science behind mind-body medicine*. New York, NY: Scribner.
- Prendergast, J., Fenner, P. & Krystal, S. (Eds.). (2003). *The sacred mirror: Nondual wisdom and psychotherapy*. St. Paul, MN: Paragon House.
- Perry, J.W. (2005). *The far side of madness*. Putnam, CT: Spring Publications.
- Read, J.P., Brown, P.J., & Kahler, C.W. (2004). Substance abuse and posttraumatic stress disorders: Symptom interplay and effects on outcome. *Addictive Behaviors*, 29, 1665 - 1672.
- Rosenthal, H.G. (Ed). (2011). *Favorite counseling and therapy techniques* (2nd ed.). New York, NY: Routledge.
- Rowan, J. (1993). *The transpersonal: Psychotherapy and counselling*. New York, NY: Routledge.
- Ruden, R.A. (2010). *When the past is always present: Emotional traumatizations, causes, and cures*. New York, NY: Routledge.
- Schuckit, M. & Hesselbrock, V. (1994). Alcohol dependence and anxiety disorders: What is the relationship. *American Journals of Psychiatry*, 151(12), 1723-1743.
- Schwartz, J.M. (1997). *Brain lock*. New York, NY: ReganBooks.
- Shapiro, F. (1995). *Eye movement desensitization and reprocessing: Basic principles, protocols, and procedures*. New York, NY: Guilford.
- van der Kolk, B., McFarlane, A.C., & Weisaeth, L. (Eds.). (2007). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York, NY: Guilford.
- Welwood, J. (2002). *Toward a psychology of awakening: Buddhism, psychotherapy, and the path of personal and spiritual transformation*. Boston, MA: Shambhala.
- Whitfield, C. (2004). *The truth about mental illness: Choices for healing*. Deerfield, FL: Health Communications.
- Wilber, K., Engler, J., & Brown, D. (1986). *Transformations of consciousness: Conventional and contemplative perspectives on development*. Boston, MA: Shambhala.
- Wilson, J.P. (Ed.). (2006). *The post-traumatic self: Restoring meaning and wholeness to personality*. New York, NY: Routledge.
- Yalom, I.D. (with Leszcz, M.) (2005). *The theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Book

Course Assignments, Weighting, & Due Dates

Assignment	Weighting	Due
1. Self-assessment Reflection Paper	25%	July 8/16
2. Counselling Skills Transcript Assignment I & Analysis	35%	July 15/16
3. Counselling Skills Transcript Assignment II & Analysis	40%	July 22/16
	100%	

Details of all assignments with corresponding marking sheets will be handed out in class.

Assignments are to be handed in at the beginning of class on the due date. Students are responsible for noting when assignments are due. Late assignments are docked 5% of total assignment mark for each day late.

Grading Criteria

“All components within the M.Ed. program that use a percentage procedure will use the following table for determining the final grade.”

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 the M.Ed. 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

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 Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource 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.

Student Conduct

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs)

Additionally, in the Faculty of Education graduate 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 for the field, 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/>

Canadian Counselling and Psychotherapy Association Code of Ethics:
<http://www.ccpa-accp.ca>

Privacy and Confidentiality

The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

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.

Class Schedule and Readings (tentative and subject to change)
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Date	Class & Lab Topic	Readings	Due Dates
Mon. July 4 th Class #1	*Course Overview *The Counsellor's Journey: Personal & Professional	Young CH 1 Corey 2	
Tues. July 5 th Class #2	*The Therapeutic Relationship *Beginning Ethics *Issues of Diversity	Young CH 2&3 Corey CH 3	
Wed. July 6 th Class #3	*Invitational Skills	Young CH 4	
Thurs. July 7 th Class #4	*Reflecting Skills: Paraphrasing	Young CH 5	
Fri. July 8 th Class #5	*Emotional Engagement	Young CH 6 Greenspan CH 1	Self-assessment Reflection Paper (25%)
Mon. July 11 th Class #6	*Emotional Engagement	Greenspan CH 2 &3	
Tues. July 12 th Class #7	*Emotional Engagement * Reflecting Skills: Meaning & Summarizing	Greenspan CH 4 Young CH7	
Wed. July 13 th Class #8	*Emotional Engagement	Greenspan CH 5 & 6	
Thurs. July 14 th Class #9	* Emotional Engagement *Challenging Skills	Greenspan 7 Young CH8	
Fri. July 15 th Class # 10	*Problem Formation	Young CH 9	Counselling Skills Transcript Assignment I & Analysis (35%)
Mon. July 18 th Class #11	*Change	Young CH 11 & 13	
Tues. July 19 th Class #12	*Change	Young CH14 Greenspan CH 10	

Wed. July 20 th Class #13	*Ethics *Person-Centered Therapy	Corey CH7	
Thurs. July 21 st Class #14	*Existential Therapy	Corey CH6	
Fri. July 22 nd Class #15	* The Counsellor's Journey: Personal & Professional *Wrap-up		Counselling Skills Transcript Assignment II & Analysis (40%)