

**UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**Masters of Education: Counselling Addictions & Mental Health Cohort**  
**EDUC 5704-Counselling Psychology: Skills**  
**Course Syllabus – Summer Session II July 2-22, 2014**

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**Lecture:** MTWRF 9:00 -11:50 am  
AH 118  
**Lab:** MTWRF 1:00 -3:50 pm  
MH 1004

**ED 5704 Counselling Psychology: Skills**

This course provides for 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 group processes, as well as, 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.

**As 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 readings and prepare to discuss their own understanding in seminar style class discussions.
- D. Required Orientation:** Students will be expected to embrace the “counselling journey” in this class, which emphasises the importance of utilizing self-awareness and self-reflection for personal and professional growth, the embracement of a diversity of perspectives, and an inspiration for developing and defining one’s own counselling style.
- E. Course Assignments:** Course assignments are described below and emphasize student engagement to demonstrate applied counselling skills, reflective practice skills, and the application of counselling concepts to conceptualize and articulate an understanding of applied counselling experiences. **Important:** There are no classes scheduled on Friday July 11<sup>th</sup> and Monday July 14<sup>th</sup>. These days are provided for students to work on assignments due the week of July 14<sup>th</sup>.

## Required Textbooks and Reading

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

Ivey, A.E., Bradford Ivey, M., & Zalaquett, C.P. (2014). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (8<sup>th</sup> ed.) Belmont, CA: Brooks/Cole

*Additional readings will be assigned to augment class discussions.*

## Required Materials

Students are required to purchase a memory stick with a minimum 8 Gb memory capacity 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.
- 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.
- 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* (2<sup>nd</sup> 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* (2<sup>nd</sup> 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* (5<sup>th</sup> ed.). New York, NY: Basic Book

### Course Assignments, Weighting, & Due Dates

Assignment	Weighting	Due
1. Self-assessment Reflection Paper	15%	7/7/14
2. Counselling Skills Transcript Assignment I	20%	7/10/14
3. Take Home Midterm Exam	25%	7/15/14
4. Counselling Skills Transcript Assignment II	25%	7/18/14
5. Self Assessment & Counselling Skills Reflection Paper	15%	7/22/14
	100%	

Details of all assignments with corresponding marking sheets will be handed out in class. A take home written mid-term exam will be handed out in class on Thursday July 10<sup>th</sup> and will be due on Tuesday July 15<sup>th</sup>. There are no classes scheduled on Friday July 11<sup>th</sup> and Monday July 14<sup>th</sup>. These days are provided for students to work on assignments due the week of July 14<sup>th</sup>.

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.

<b>Class Schedule and Readings (tentative and subject to change)</b>
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<b>Lecture &amp; Lab</b>	<b>Readings for Lecture</b>	<b>Assignments/Due Dates</b>
<p><b>Wed. July 2/14</b> Class #1</p> <ul style="list-style-type: none"> <li>• Course Overview</li> <li>• The Counsellor's Journey: Personal &amp; Professional</li> <li>• Reflective Practice</li> <li>• Microskills Hierarchy</li> <li>• Basic Ethics</li> </ul> <p>Lab #1</p> <ul style="list-style-type: none"> <li>• Group Process Check-in</li> <li>• Review of Skills (structuring, attending &amp; observing)</li> <li>• 1:1 practice sessions</li> <li>• Group Process Check-out Reflection</li> </ul>	<p>Ivey CH 3 &amp; 4 Corey CH 2 &amp; 3</p>	
<p><b>Thurs. July 3/14</b> Class #2</p> <ul style="list-style-type: none"> <li>• Person-Centered Therapy</li> <li>• Therapeutic Alliance</li> <li>• Questioning Skills</li> </ul> <p>Lab #2:</p> <ul style="list-style-type: none"> <li>• Group Process Check-in</li> <li>• Review of Yalom's Interactional Model</li> <li>• Review of Skills (questioning)</li> <li>• 1:1 practice sessions</li> <li>• Group Process Check-out Reflection</li> </ul>	<p>Ivey CH 5 Corey CH 7</p> <p><i>Note: Additional readings TBA</i></p>	

<b>Lecture &amp; Lab</b>	<b>Readings for Lecture</b>	<b>Assignments/Due Dates</b>
<p><b>Fri. July 4/14</b> Class #3</p> <ul style="list-style-type: none"> <li>• Issues in Counsellor Growth &amp; Development</li> <li>• Encouraging, Paraphrasing, Summarizing Skills</li> </ul> <p>Lab #3</p> <ul style="list-style-type: none"> <li>• Group Process Check-in</li> <li>• Review of Skills (Encouraging, Paraphrasing, Summarizing Skills)</li> <li>• 1:1 practice sessions</li> <li>• Group Process Check-out Reflection</li> </ul>	<p>Ivey CH 6</p> <p><i>Note: Additional readings TBA</i></p>	
<p><b>Mon. July 7/14</b> Class #4</p> <ul style="list-style-type: none"> <li>• Reflection of Feeling Skills</li> <li>• Counsellor Attunement</li> <li>• Methods of Emotional Exploration</li> </ul> <p>Lab #4</p> <ul style="list-style-type: none"> <li>• Group Process Check-in</li> <li>• Review of Skills (Reflection of Feelings Skills &amp; Methods of Emotional Exploration)</li> <li>• 1:1 practice sessions</li> <li>• Group Process Check-out Reflection</li> </ul>	<p>Ivey CH 7</p> <p><i>Note: Additional readings TBA</i></p>	<p><b>Self-assessment Reflection Paper is due</b></p>

<b>Lecture &amp; Lab</b>	<b>Readings for Lecture</b>	<b>Assignments/Due Dates</b>
<p><b>Tues. July 8/14</b> Class #5</p> <ul style="list-style-type: none"> <li>• The Importance of Emotional Regulation &amp; Basic Skills</li> <li>• Intentionality and Structuring in the Counselling Session</li> </ul> <p>Lab #5:</p> <ul style="list-style-type: none"> <li>• Group Process Check-in</li> <li>• Review of Skills (Structuring Skills &amp; Basic Emotional Regulation Skills)</li> <li>• 1:1 practice sessions</li> <li>• Group Process Check-out Reflection</li> </ul>	<p>Ivey CH 8</p> <p><i>Note: Additional readings TBA</i></p>	
<p><b>Wed. July 9/14</b> Class #6</p> <ul style="list-style-type: none"> <li>• Empathically Challenging and Confronting Clients</li> <li>• Encountering &amp; Disarming Client Resistance</li> </ul> <p>Lab #6</p> <ul style="list-style-type: none"> <li>• Group Process Check-in</li> <li>• Review of Skills (Challenging, Confronting and Disarming Resistance Skills)</li> <li>• 1:1 practice sessions</li> <li>• Group Process Check-out Reflection</li> </ul>	<p>Ivey CH 10</p> <p><i>Note: Additional readings TBA</i></p>	

<b>Lecture &amp; Lab</b>	<b>Readings for Lecture</b>	<b>Assignments/Due Dates</b>
<p><b>Thurs. July 10/14</b> Class #7</p> <ul style="list-style-type: none"> <li>• Reflection of Meaning and Interpretive Themes</li> <li>• Counsellor Self-Disclosure</li> <li>• Transference and Counter-transference Issues</li> </ul> <p>Lab #7</p> <ul style="list-style-type: none"> <li>• Group Process Check-in</li> <li>• Review of Skills (Reflection of Meaning, Counsellor Self-disclosure Skills)</li> <li>• 1:1 practice sessions</li> <li>• Group Process Check-out Reflection</li> </ul>	<p>Ivey CH 11 &amp; 12</p> <p><i>Note: Additional readings TBA</i></p>	<p><b>Transcript Assignment #1 is due</b></p> <p><b>Take-home Mid-term Exam is handed out</b></p>
<p><b>Fri. July 11 &amp; Mon. July 14/14</b> Class &amp; Lab – time are used to complete assignment due Tuesday</p>		
<p><b>Tues. July 15/14</b> Class #8</p> <ul style="list-style-type: none"> <li>• Integrating Micro Skills &amp; Counselling Theory</li> <li>• Existential Therapy</li> </ul> <p>Lab #8</p> <ul style="list-style-type: none"> <li>• Group Process Check-in</li> <li>• Review of Skills (Application of Basic Existential Concepts)</li> <li>• 1:1 practice sessions</li> <li>• Group Process Check-out</li> </ul>	<p>Ivey CH 15 Corey CH 6</p> <p><i>Note: Additional readings TBA</i></p>	<p><b>Take-home Midterm Exam is due</b></p>

<b>Lecture &amp; Lab</b>	<b>Readings for Lecture</b>	<b>Assignments/Due Dates</b>
<p><b>Wed. July 16/14</b> Class #9</p> <ul style="list-style-type: none"> <li>• Psychoanalytical Therapy</li> </ul> <p>Lab #9</p> <ul style="list-style-type: none"> <li>• Group Process Check-in</li> <li>• Review of Skills (Application of Basic Psychoanalytic Concepts)</li> <li>• 1:1 practice sessions</li> <li>• Group Process Check-out Reflection</li> </ul>	<p>Corey CH 4</p> <p><i>Note: Additional readings TBA</i></p>	
<p><b>Thurs. July 17/14</b> Class #10</p> <ul style="list-style-type: none"> <li>• Gestalt Therapy</li> </ul> <p>Lab #10</p> <ul style="list-style-type: none"> <li>• Group Process Check-in</li> <li>• Review of Skills (Application of Basic Gestalt Concepts)</li> <li>• 1:1 practice sessions</li> <li>• Group Process Check-out Reflection</li> </ul>	<p>Corey CH 8</p> <p><i>Note: Additional readings TBA</i></p>	
<p><b>Fri. July 18/14</b> Class #11</p> <ul style="list-style-type: none"> <li>• Feminist Therapy</li> </ul> <p>Lab #11</p> <ul style="list-style-type: none"> <li>• Group Process Check-in</li> <li>• Review of Skills (Application of Basic Feminist Concepts)</li> <li>• 1:1 practice sessions</li> <li>• Group Check-out</li> </ul>	<p>Corey CH 12</p> <p><i>Note: Additional readings TBA</i></p>	<p><b>Transcript Assignment #2 is due</b></p>

<b>Lecture &amp; Lab</b>	<b>Readings for Lecture</b>	<b>Assignments/Due Dates</b>
<p><b>Mon. July 21/14</b> Class #12</p> <ul style="list-style-type: none"> <li>• An Integrative Perspective</li> <li>• Alternative perspectives and consciousness models</li> </ul> <p>Lab #12</p> <ul style="list-style-type: none"> <li>• Group Process Check-in</li> <li>• Review of Skills (Application of Basic Integrative / Consciousness Concepts)</li> <li>• 1:1 practice sessions</li> <li>• Group Process Check-out</li> <li>• Reflection</li> </ul>	<p>Corey CH 15</p> <p><i>Note: Additional readings TBA</i></p>	
<p><b>Tues. July 22/14</b> Class #13</p> <ul style="list-style-type: none"> <li>• Course Wrap-up</li> </ul> <p>Lab #13</p> <ul style="list-style-type: none"> <li>• Lab Wrap-up</li> </ul>	<p><i>Note: Additional readings TBA</i></p>	<p><b>Self-assessment &amp; Counselling Skills Reflection Paper is due</b></p>