



THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION
ED 5705 Counselling Psychology: Theory

Fall 2015

Course Syllabus

Wednesdays: September 9 to December 9, 2015

9:00 a.m. to 12:00 p.m.

Room: TH373

Instructor: Gloria Pasmeny, R. Psych. Office: TH335 Phone: 403.380.1817
Secretary: Margaret Beintema Office: TH321 Phone: 403.329.2732
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Office Hours: Students needing assistance may contact the instructor by phone, email, or in person. Meetings can be arranged in the instructor's office or in the classroom before or after class.

COURSE DESCRIPTION

Theoretical foundations in the various schools of psychotherapy. Psychoanalytic, humanistic, behavioural, cognitive, constructivist, and systems therapies are covered.

Prerequisite(s): Admission to the cohort for which the course is being offered.

Equivalent: CAAP 6601 (CAAP 601)

OVERVIEW

This course is designed to provide students with theoretical foundations in counselling psychology. We will review the role of theory in professional practice, and then move onto critical analysis of each of the prominent theories in counselling psychology with a goal to integrate theory into practice.

COURSE OBJECTIVES

Upon successful completion of this course, it is expected that students will be able to:

1. Demonstrate an understanding of the key theories of human development and personality, including the advantages and limitations associated with each;
2. Understand the application of each theory to counselling practice including evidence for effectiveness;
3. Understand the importance of identifying and selecting appropriate counselling strategies and interventions based on theoretical constructs and associated with client needs;
4. Describe how personal values, beliefs, experiences, attitudes, and individual differences influence our personal theory and style as counsellors;
5. Develop and articulate a personal theory of counselling through integrating course material, personal reflection, self-awareness, and feedback from peers and instructor.

STUDENTS WITH DISABILITIES POLICY

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.

TENTATIVE COURSE SCHEDULE

Week	Date	Topic
1	September 9	Introduction and Overview
2	September 16	Integrative Psychotherapy
3	September 23	Psychodynamic: Freud
4	September 30	Psychodynamic: Jung, Adler
5	October 7	Behaviour Therapy: Watson, Skinner, Wolpe, Meichenbaum
6	October 14	Cognitive Approaches: Bandura, Ellis, Beck
7	October 21	Existential - Person-Centered: Rogers, Gestalt: Perls
8	October 28	Existential - Motivational Interviewing & Stages of Change
9	November 4	Post-Modern - Multicultural, Integrating Spirituality
--	November 11	University offices closed - no class
10	November 18	Post-Modern - Feminist, Lesbian and Gay
11	November 25	Post-Modern - Solution Focused, Strengths-Based
12	December 2	Post-Modern - Family
13	December 9	Neuroscience - EMDR, Coherence, Brainspotting

REQUIRED TEXTBOOKS:

Jones-Smith, E. (2016). *Theories of counseling & psychotherapy: An integrative approach* (2nd Ed). Thousand Oaks, CA: SAGE Publications.

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington: Author.

ADDITIONAL REQUIRED READINGS:

Additional required readings will be provided in class either in hard copy or via links of online versions.

OPTIONAL RESOURCES:

Corsini, R. J. & Wedding, D. (2005). *Current psychotherapies* (7th Ed.). Itasca, IL: Peacock.

Corey, G. (2005). *Case approach to counselling and psychotherapy* (6th Ed.). Belmont, CA: Thomson Brooks/Cole.

Prochaska, J., & Norcross, J. (2007). *Systems of psychotherapy: A transtheoretical analysis* (6th Ed.). Belmont, CA: Thomson Brooks/Cole.

American Psychological Association. *Theories of Psychotherapy Series*®
<http://www.apa.org/pubs/books/theories-series-and-dvds.aspx>

COURSE ASSIGNMENTS AND EVALUATION

The Course evaluation will consist of:

Assignment	Due Date	Percentage
1. Theory Briefs a. Part I b. Part II	October 21 November 25	15% 15%
2. Theory Presentation and Discussion Leadership	Presented as per schedule identified early in the term	25%
3. Discussion & Activity Participation	Ongoing	15%
4. Personal Theory of Client Change	December 2	30%

1. Theory Briefs (30%)

One of the objectives of the course is to demonstrate an understanding of the key theories of human development and personality, including the advantages and limitations associated with each. There is a wealth of information to cover on each of the leading schools of psychotherapy. This assignment is intended to help organize the material in a way that promotes the understanding and application of the important ideas and principles. For each of the theories or theoretical areas that we cover, you will create and submit a one-page brief, i.e., a summary of the key constructs, applications, evidence-based strengths and limitations of that theory, and your reaction to it. The summaries will not only help you understand and integrate the material, but will also serve as a set of resources for you once the course is completed. A template will be provided and your summaries are to be entered in the template and submitted on the due dates.

- *Guidelines for grading will be provided at the beginning of the course.*

2. Theory presentation/Discussion Leadership (25%)

Each student will present a theory for one of the schools of psychotherapy. In some cases, a team of two students will be involved in the presentation. In such cases, both members of the team shall receive the same mark. Grading for solo presentations will take workload into account.

- *Further details including a schedule for presentations as well as guidelines for grading will be provided at the beginning of the course.*

3. Classroom Participation (15%)

Participation is about the quality of involvement. This includes your role in leading discussions that contribute to your own learning and to the learning of others. Quality participation requires that you come to class well prepared, e.g., having completed the assigned readings.

- *Guidelines for grading will be provided at the beginning of the course.*

4. Personal Theory of Client Change (30%)

Each student will prepare a term paper, outlining his or her emerging personal counselling framework. The intent of this paper is to identify, with clear justification, the theoretical frameworks or constructs that make sense to you and to integrate them into a cohesive personal theory, i.e., a personal way of understanding and describing the human condition and facilitating change. The critical analysis of each theoretical model throughout the semester and the ongoing dialogue about key areas of controversy will feed into the process of clarifying your own position. Your paper should draw on additional supportive references as well as course materials, personal reflection, and self-awareness.

- *Guidelines for grading will be provided at the beginning of the course.*

Written assignments must be submitted in class on the due date.

There is a strict late policy. Unless prior arrangements have been negotiated with the instructor in advance, late assignments will not be accepted, and students will receive a score of "0" for that component of the course.

Your writing must meet the expectations of a graduate level program, including abiding by the APA Publication Manual, 6th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.

ATTENDANCE

Mandatory attendance for all classes is required. In exceptional circumstances where you will be absent, notify the instructor by phone or email in advance. Non-excused absences will result in a 5% reduction in your 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 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

STUDENT CONDUCT

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/>

Faculty of Education Standards of Professional Conduct:

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

M.Ed. (Counselling Psychology)/M.C. Standards of Professional Conduct:

<https://www.uleth.ca/ross/academic-calendar/sgs>

University of Lethbridge Calendar:

<http://www.uleth.ca/ross/academic-calendar/sgs>

ACADEMIC HONESTY

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

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.

Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

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.