



Spring 2014

The University of Lethbridge, Faculty of Education

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Office Hours:	Students needing assistance can contact the instructor by phone, email or in person. Meetings can be arranged in TH318 or in the classroom at the end of class.		

COURSE DESCRIPTION:

Theoretical and practical framework for the planning and implementation of client change interventions in counselling. Students work in a variety of simulated contexts to gain practice using a range of frequently used counselling interventions that have demonstrated clinical efficacy.

Corequisite(s): EDUC 5704 & EDUC 5705

Equivalent: CAAP 6615 (CAAP 615)

COURSE OBJECTIVES:

Upon successful completion of this course students will be able to:

- Describe a range of interventions/strategies for promoting client change;
- Demonstrate the knowledge and skill necessary for establishing a therapeutic alliance;
- Select and justify interventions that are appropriate for client issues;
- Demonstrate competence in foundational skills and the ability to be *present* with clients;
- Describe a framework for case conceptualization and intervention planning; and
- Assess the efficacy of interventions used.

REQUIRED TEXTBOOKS:

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. (has a DVD).

Publication Manual of American Psychological Association, Latest Edition.

SUPPLEMENTAL BOOKS:

Cormier, S., & Nurius, P. S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive-behavioural interventions* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Bohart, A. C. and Todd, J. (1988). *Foundations of Clinical and Counselling Psychology*. Harper Collins: New York.

Carkhuff, R. R. (1993). *The art of helping (7th ed.)*. Amherst, MA: Human Resource Development Press.

Carkhuff, R. R. (1993). *The art of helping: Student workbook (7th ed.)*. Amherst, MA: Human Resource Development Press.

Corsini, R.J. and Wedding, D (1995). *Current Psychotherapies (5th ed.)*. Itasca, IL: Peacock.

Egan, G. (1998). *The Skilled Helper: A Problem-Management Approach to Helping* (6th ed.). Brooks/Cole: Pacific Grove, California.

Ivey, A. E. (1988). *Intentional Interviewing and Counselling: Facilitating Client Development*. Brooks/Cole: Pacific Grove, California.

Kanfer, F. H. and Goldstein, A. P. (1991). *Helping People Change: A textbook of methods* (4th ed.) Pergamon Press: New York.

Magnusson, K. C. (1991). *Introduction to Counselling*. Edmonton, Alberta: Life-Role Development Group.

Martin, D. G. (1983;1989). *Counseling and Therapy Skills*. Prospect Heights, Illinois: Waveland Press.

Martin, J. and Hiebert, B. A. (1985). *Instructional Counselling: A method for counselors*. University of Pittsburgh Press: London.

COURSE EVALUATION:

The Course evaluation will consist of:

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|-----------------------------------|-----|
| 1. Mastering Foundational Beliefs | 15% |
| 2. Intervention Demonstration | 25% |
| 3. Intervention Competence | 20% |
| 4. Treatment Planning Guide | 30% |
| 5. Cultural Interview | 10% |

Assignment 1: Mastering Foundational Skills: (15%) Students will use self-assessment, observation, group input, modeling, the creation of a detailed learning plan and focused practice to gain an appropriate level of mastery of the foundational skills.

Assignment 2: Intervention Demonstration: (25%). Students will work in diads/triads to provide a class demonstration of an intervention. Demonstrations will be chosen from a list of options provided by the instructor.

Assignment 3: Intervention Competence: (20%). Using extended and structured practice, peer and instructor feedback and modeling, students will polish and refine their ability with each intervention demonstrated in class and reach a reasonable and appropriate level of competence.

Assignment 4. Treatment Planning Guide (30%). Students will select a client problem and prepare a comprehensive treatment planning guide for the identified problem. Sample choices may include, but are not limited to: Depression, Anxiety, Addictions, Test Anxiety, Sexual Abuse, Physical Abuse, Eating Disorders, Relationship Concerns, Sexual Dysfunctions, Grief and Loss, Terminal Illness, Anger Management, Panic Attacks, Parenting Concerns, Divorce and Separation, Phobias and Skill deficits. *Make sure to clear your choice with the instructor.* (The choice of focus is intended to promote your foundational skills as a counsellor and your choice should reflect the kinds of issues you are likely to encounter in your practicum setting.)

Assignment 5: Cultural Interview (10 %). This assignment involves interviewing someone who comes from a different cultural background than you do, and who is also someone you don't know well. These parameters are intended to provide both the opportunity to explore cultural values and perspectives and also to experience the process of interviewing a person you don't know.

Assignment details will be provided at the beginning of the semester.

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

SCOPE AND SEQUENCE: Provided at the beginning of class.

INTELLECTUAL HONESTY

As outlined in the University calendar: “No student shall represent the words, ideas, images or data of another person as his or her own. This regulation will affect any academic assignment or other component of any course or program of study, whether the plagiarized material constitutes a part or the entirety of the work submitted.”

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. (Excerpt from CAAP 6615: Dr. B. Shepard).