

**UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**Masters of Education: Counselling Addictions & Mental Health Cohort**  
**EDUC 5706 N Counselling Psychology: Interventions**  
**Course Syllabus – Spring, 2013**

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**Office Hours:** Wednesdays, 1:00 to 3:00 p.m., or by appointment  
**Lecture:** Tuesday 6- 8:50 pm  
TH 241  
**Lab:** Thursday 6-8:50 pm  
MH 1004

**ED 5706 Counselling Psychology: Interventions**

This course provides a 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.

**Course Objectives**

- To develop an understanding of essential interviewing and counselling skills so that the student is able to establish an effective therapeutic relationship and develop and maintain appropriate professional boundaries.
- 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 develop an understanding of developmental issues, challenges and crises including, addiction, psychopathology, and disabling conditions, etc. as these relate to counselling interventions.
- To further develop student self-reflection and self-exploration related to course material and personal and professional experiences.
- To develop an understanding of a general model of consultation, including issues related to the development of consultation models, ways in which counselling and consultation approaches differ, strategies for effective consultation, and the opportunity to apply theoretical models to practice.
- To develop an understanding of ethical and legal issues related to counselling and consultation.
- To develop an appreciation of an integrative framework for counselling practice that includes an emphasis on counselling models and interventions related to domains of emotional, cognitive, somatic/psychosensory, and relational modes of functioning and regulation, and including transpersonal and trauma informed modes of practice.

- To develop skills in applying counselling theory to conceptualize and articulate the student's understanding of applied counselling experiences in regards to client issues, counsellor-client interactions, and chosen/preferred counselling interventions.

### **Essential Learning Experiences:**

- A. Class (3 hrs/week):** The class component of the course focuses on providing a survey of effective counselling models, approaches and interventions/techniques, related to various domains of client functioning and regulation (i.e. emotional, cognitive, somatic, and relational, etc.). These will be explored through selected readings, seminar style discussions, and presentations. Issues of addiction, mental health and trauma will be emphasized as well. 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/week):** The lab component of the course focuses on group processes, as well as, intervention skills for individual counselling. The group process and group "check-in" portion utilizes Yalom's Interactional Model of group counselling. The development of intervention skills for individual counselling will involve instruction and practice sessions in interventions/techniques, related to counselling models and approaches 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 be prepared to discuss their own understanding in weekly class seminar style discussions. Questions may be provided to assist students with their engagement of the material.
- 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 and interventions, reflective practice skills, and the application of theory to conceptualize and articulate an understanding of applied counselling experiences.

### **Required Textbooks and Reading:**

- Cortright, B. (1997). *Psychotherapy and spirit: Theory and practice in transpersonal psychotherapy*. Albany, NY: State University Press.
- Gilbert, M., & Orlans, V. (2011). *Integrative therapy: 100 key points and techniques*. New York, NY: Routledge.
- Rosenthal, H.G. (Ed). (2011). *Favorite counseling and therapy techniques* (2<sup>nd</sup> ed.). New York, NY: Routledge.
- Ronald A. Ruden, R.A. (2010). *When the past is always present: Emotional traumatizations, causes, and cures*. New York, NY: Routledge.

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

### **Recommended Texts:**

- Corey, G. (2012). *The theory and practice of counselling and psychotherapy* (9th ed.). Pacific Grove, CA: Brooks/Cole.

### **Required Materials:**

Students are required to purchase a memory stick with at least 8 Gb minimum 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.
- 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.
- 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.
- Rowan, J. (1993). *The transpersonal: Psychotherapy and counselling*. 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:

1. Take Home Midterm Exam (due Feb. 26 <sup>th</sup> )	15%
2. Presentation of a Counselling Intervention (as scheduled)	15%
3. Counselling Skills Reflection Paper (due Mar. 28 <sup>th</sup> )	15%
4. Group Analysis Paper (due Apr. 11 <sup>th</sup> )	10%
5. Counselling Skills Transcript Assignment (due Apr. 18 <sup>th</sup> )	20%
6. Integrative Counselling Paper (due Apr. 26 <sup>th</sup> )	25%
	100%

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.

### Course Assignments Description:

1. **Take Home Midterm Exam (15%):** A take home written mid-term exam will be handed out in class on February 12<sup>th</sup> and will be due on February 26<sup>th</sup>.
2. **Presentation of a Counselling Intervention (15%, as scheduled):** The purpose of this assignment is to assist students in identifying and selecting interventions that are closely aligned with their own emerging counselling theory, to critically analyze the merits of an intervention, and to become familiar with the skills involved in utilizing the intervention.

This assignment involves students pairing up to select a date to present a counselling intervention, selected from the Rosenthal text, to the class. This will be a 50-60 minute presentation, which will include: i) an introduction to explain the counselling theory upon which the intervention is based, ii) a critique of the benefits and limitations of the intervention, and iii) an experiential teaching of the intervention. All theoretical concepts used in the presentation will be properly referenced. Student pairs will receive the same mark for their collaborative presentation.

Please see the attached marking sheet for details of the assignment.

3. **Counselling Skills Reflection Paper (15%, due Mar. 28<sup>th</sup>):** The purpose of this assignment is to assist students to integrate counselling theory with applied intervention practice and enhance counsellor reflection skills. This is not a transcription assignment.

This assignment involves students choosing one intervention practiced in 1:1 lab counselling sessions to complete a reflection paper on. The paper will be approximately 8 pages in length, with double spaced 12 point font type, and utilize proper APA format, including references.

The paper will include the following sections: i) conceptualization of the client's issue using theory, ii) identification of the intervention and theoretical support for why it was chosen with this issue, iii) a description of the intervention, as it was used in the session, and a theoretical explanation of its perceived level of effectiveness, and iv) a discussion of what was learned about the use of this intervention and about yourself as a counsellor.

Please see the attached marking sheet for details of the assignment

4. **Group Analysis Paper (10%, Apr. 11<sup>th</sup>):** The purpose of this assignment is to develop the student's capacity to apply Yalom's Model of Interactional Group Psychotherapy, to analyze group facilitator effectiveness and member participation.

This assignment involves completing a written analysis of the group process portion of the lab. The analysis paper will be approximately 6 pages in length, with double spaced 12 point font type, utilize proper APA format, including references, and will consist of:

- i) theoretical analysis of facilitator effectiveness using Yalom's model.
- ii) theoretical analysis, using Yalom's model, of the therapeutic effectiveness of the group process with key insights and observations of group member behavior, and evidence of interpersonal learning (or lack of)
- iii) theoretical analysis, using Yalom's model, of the therapeutic impact of the group on you as a member and key insights gained relating to your personal and professional growth

Please see the attached marking sheet for details of the assignment.

5. **Counselling Transcription Assignment (20%, Apr. 18<sup>th</sup>):** The purpose of this assignment is to develop the student's capacity to use counselling theory to explain the lived-exchange of intervention-based counsellor-client interactions.

This assignment involves the submission of a transcript of a 30 minute digital recording of a 1:1 lab counselling session along with a corresponding written analysis, as follows:

*Transcript* of the 30 minute counsellor-client exchange will include:

- i) counsellor-client dialogue
- ii) identification of theoretical approach as it is applied and illustrated in the session
- iii) identification of the intervention that is integration within session and skills used

*Written analysis paper* will be approximately 8 pages in length, with double spaced 12 point font type, utilize proper APA format, including references, and will consist of:

- i) theoretical conceptualization of client's issue
- ii) theoretical analysis of how the intervention relates to the client's issue
- iii) the perceived effectiveness of the intervention, based theoretical understanding

iv) observed overall strengths & limitations of yourself as a counsellor in this entire session

Please see the attached marking sheet for details of the assignment.

6. ***Integrative Counselling Paper (25%, Apr. 26<sup>th</sup>)***: The purpose of this assignment to help students develop competency in articulating their emerging counselling theory as it relates to counselling interventions.

This assignment involves completing a final paper to articulate the integrative aspects of the students' own emerging counselling theory and illustrate how the various domains of human psychological functioning and regulation (mind, emotion, body, spirit, relational, trauma, etc) are embraced with corresponding counselling interventions. An assignment description and marking sheet will be handed out in class. The assignment will be due April 26<sup>th</sup>, 2013.

### **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**

<b>Numeric Value</b>	<b>Letter Grade</b>	<b>Grade Point</b>
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>Tuesday Lectures Thursday Labs</b>	<b>Readings for Lecture</b>	<b>Assignments/Due Dates</b>
Class #1: Jan. 15 <sup>th</sup> <ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Integrative Framework – Overview</li> </ul> Lab #1: Jan. 17 <sup>th</sup>	Gilbert & Orlans: Part 1 & 2  Rosenthal CH 2  Yalom (handout)  <i>Note: Additional readings TBA</i>	
Class #2: Jan. 22 <sup>nd</sup> <ul style="list-style-type: none"> <li>• Integrative Framework – Overview</li> </ul> Lab #2: Jan. 24 <sup>th</sup>	Gilbert & Orlans: Part 3,4  <i>Note: Additional readings TBA</i>	
Class #3: Jan. 29 <sup>th</sup> <ul style="list-style-type: none"> <li>• Trauma Informed Framework - Overview</li> </ul> Lab #3: Jan. 31 <sup>st</sup>	Ruden: CH 1,2,3,4,5,6  <i>Note: Additional readings TBA</i>	
Class #4: Feb. 5 <sup>th</sup> <ul style="list-style-type: none"> <li>• Transpersonal Framework – Overview</li> </ul> Lab #4: Feb. 7 <sup>th</sup>	Cortright: CH 1,2,3, 9  <i>Note: Additional readings TBA</i>	
Class #5: Feb. 12 <sup>th</sup> <ul style="list-style-type: none"> <li>• Integrative Framework: – Reflections on problem formulation and therapist stance</li> </ul> Lab #5: Feb. 14 <sup>th</sup>	Gilbert & Orlans: Part 5,6  <i>Note: Additional readings TBA</i>	<b>Take home mid-term exam handed out in Feb. 12<sup>th</sup> class</b>

<b>Tuesday Lectures Thursday Labs</b>	<b>Readings for Lecture</b>	<b>Assignments/Due Dates</b>
Feb. 19 <sup>th</sup> NO CLASS Feb. 21 <sup>st</sup> NO LAB	READING WEEK	READING WEEK
Class #6: Feb. 26 <sup>th</sup> <ul style="list-style-type: none"> <li>Integrative Framework:– Psycho-sensory/somatic domain-approaches &amp; interventions</li> </ul> Lab #6: Feb. 28 <sup>th</sup>	<i>Note: Additional readings TBA</i>	<b>Counselling Intervention Presentation #1, Feb. 26<sup>th</sup></b>  <b>Take home mid-term exam is due Feb. 26<sup>th</sup></b>
Class #7: Mar 5 <sup>th</sup> <ul style="list-style-type: none"> <li>Integrative Framework: Emotional domain approaches &amp; interventions</li> </ul> Lab #7: Mar. 7 <sup>th</sup>	Gilbert & Orleans: Part 7 (pp 169-206)  <i>Note: Additional readings TBA</i>	<b>Counselling Intervention Presentation #2, Mar. 5<sup>th</sup></b>
Class #8: Mar. 12 <sup>th</sup> <ul style="list-style-type: none"> <li>Integrative Framework: Cognitive domain approaches &amp; interventions</li> </ul> Lab #8: Mar. 14 <sup>th</sup>	<i>Note: Additional readings TBA</i>	<b>Counselling Intervention Presentation #3, Mar. 12<sup>th</sup></b>
Class #9: Mar. 19 <sup>th</sup> <ul style="list-style-type: none"> <li>Trauma Informed Framework - approaches &amp; interventions</li> </ul> Lab #9: Mar. 21 <sup>st</sup>	Ruden: CH 7, 8,9,10  <i>Note: Additional readings TBA</i>	<b>Counselling Intervention Presentation #4, Mar. 19<sup>th</sup></b>
Class #10: Mar. 26 <sup>th</sup> <ul style="list-style-type: none"> <li>Transpersonal Framework - approaches &amp; interventions</li> </ul> Lab #10: Mar. 28 <sup>th</sup>	Cortright: CH 4  <i>Note: Additional readings TBA</i>	<b>Counselling Intervention Presentation #5, Mar. 26<sup>th</sup></b>  <b>Counselling Skills Reflection Paper due Mar. 28<sup>th</sup></b>

<b>Tuesday Lectures Thursday Labs</b>	<b>Readings for Lecture</b>	<b>Assignments/Due Dates</b>
Class #11: Apr. 2 <sup>nd</sup> <ul style="list-style-type: none"> <li>• Transpersonal Framework - approaches &amp; interventions</li> </ul> Lab #11: Apr. 4 <sup>th</sup>	Cortright: CH 5,6,7,8 (pp 205-218)  <i>Note: Additional readings TBA</i>	<b>Counselling Intervention Presentation #6, Apr. 2<sup>nd</sup></b>
Class #12: Apr. 9 <sup>th</sup> <ul style="list-style-type: none"> <li>• New &amp; Emerging Approaches &amp; Interventions</li> </ul> Lab #12: Apr. 11 <sup>th</sup>	<i>Note: Additional readings TBA</i>	<b>Counselling Intervention Presentation #7, Apr. 9<sup>th</sup></b>  <b>Group Analysis Paper, Apr. 11</b>
Class #13: Apr. 16 <sup>th</sup> <ul style="list-style-type: none"> <li>• Ethics &amp; Professional Practice</li> </ul> Lab #13: Apr. 18 <sup>th</sup>	Gilbert & Orlans: Part 7 (pp. 207-221) & Part 8  Cortright: CH 8 (pp 218-226)  <i>Note: Additional readings TBA</i>	<b>Transcript Assignment, Apr. 18</b>  <b>Integrative Counselling Paper, Apr. 26</b>

**EDUC 5706 Interventions**  
**Spring, 2013**  
**Presentation of a Counselling Intervention (15%)**

**Students:** \_\_\_\_\_  
 \_\_\_\_\_

<b>Elements for Evaluation</b>	<b>Mark</b>	<b>Comment</b>
<b><i>Introduction:</i></b> -explain key aspects of the counselling theoretical approach/theory upon which the intervention is based -clarify how the intervention relates to the theory -include references.	<b>/5</b>	
<b><i>Critique:</i></b> -what issues populations does it best serve, etc. -what are the benefits and limitations of the intervention - include references, where appropriate	<b>/5</b>	
<b><i>Experiential Teaching:</i></b> -clarity of instructions -facilitation of experiential learning -facilitation of discussion to debrief experience	<b>/5</b>	
<b>Total</b>	<b>/15</b>	

Comments

**EDUC 5706 Interventions  
Spring, 2013  
Counselling Skills Reflection Paper (15%)**

**Student:** \_\_\_\_\_

<b>Elements for Evaluation</b>	<b>Mark</b>	<b>Comment</b>
<i>Conceptualization</i> of the client's issue using theory.	/3	
<i>Identification</i> of the intervention and theoretical support for why it was chosen with this issue.	/4	
<i>Description</i> of the intervention, as it was used in the session, and a theoretical explanation of its perceived level of effectiveness.	/4	
<i>Discussion</i> of what was learned about the use of this intervention and about yourself as a counsellor.	/2	
<i>Style of Writing</i> (organization of paper, grammar, expression of ideas and coherence of thought, APA format, etc.)	/2	
Total	/15	

Comments

**EDUC 5706 Interventions  
Spring, 2013  
Group Analysis Paper (10%)**

**Student:** \_\_\_\_\_

<b>Elements for Evaluation</b>	<b>Mark</b>	<b>Comment</b>
Theoretical analysis of facilitator effectiveness using Yalom's model	<b>/2</b>	
Theoretical analysis, using Yalom's model, of the therapeutic effectiveness of the group process with key insights and observations of group member behavior, and evidence of interpersonal learning (or lack of)	<b>/3</b>	
Theoretical analysis, using Yalom's model, of the therapeutic impact of the group on you as a member and key insights gained relating to professional growth	<b>/3</b>	
Style of Writing (organization of discussion paper, grammar, expression of ideas and coherence of thought, APA format)	<b>/2</b>	
<b>Total</b>	<b>/10</b>	

Comments:

**EDUC 5706 Interventions**  
**Spring, 2013**  
**Counselling Transcription Assignment (20%)**

Student: \_\_\_\_\_

Elements for Evaluation	Mark	Comment
<p><b><i>Transcript</i></b> of 30 minute counsellor-client exchange.</p> <p>i) counsellor-client dialogue</p> <p>ii) identification of theoretical approach as it is applied and illustrated in the session</p> <p>iii) identification of the intervention that is integration within session and skills used</p>	/8	
<p><b><i>Written Analysis Paper</i></b></p> <p>i) theoretical conceptualization of client's issue</p> <p>ii) theoretical analysis of how the intervention relates to the client's issue</p> <p>iii) the perceived effectiveness of the intervention, based theoretical understanding</p> <p>iv) observed overall strengths &amp; limitations of yourself as a counsellor in this entire session</p>	/9	
<p><b><i>Style of Writing</i></b>            (organization of discussion paper, grammar, expression of ideas and coherence of thought, APA format)</p>	/3	
<p>Total</p>	/20	

Comment

