# University of Lethbridge
## Faculty of Education

# Education 5704 A
# Counselling Psychology: Skills

## Fall 2017

### Thursdays: September 7 – December 7, 2017
### Location: Markin Hall 1004   Time: Thursdays, 1:00 pm - 3:50 pm

**Instructor:** **Danielle Brady, Ph.D**
**Registered Psychologist**
**Office:** **TH 304 (By Appt Only)**
**Phone:** **403-381-4045**
**Email:** **dr.brady@uleth.ca**

**Teaching Assistant:** Bryan Bullock
bryan.bullock411@gmail.com

**Admin Assistant**: Margaret Beintema
margaret.beintema@uleth.ca

Dr. Brady is best contacted by email, and typically responds the same day, or the following day. If the issue is urgent however, please write "Urgent" in the subject line and I will attempt to address the email more quickly. Meetings are scheduled by appointment, and may occur face-to-face, via telephone, or videoconference.

------------------------------------------------------------------------------------------------------------

## COURSE DESCRIPTION

This course focuses on the understanding and acquisition of communication skills in interpersonal and counselling contexts. Emphasis will be placed on the identification and development of specific communication skills that are essential for working in helping contexts, and for the development of working alliances. Throughout the course there will be emphases on the nature and development of the working alliance (the therapeutic relationship), the counselling process, the development of the self as a counsellor/therapist/psychologist, and the role of the working alliance in consultation. The lecture component will develop a theoretical framework for the application of communication skills within the counselling process. The lab component will provide opportunity for skill practice. Lectures, exercises, skill demonstrations, small group practice, peer supervision and instructor feedback will be employed in the teaching of counselling skills. You are encouraged to consult and practice with your peers as much as possible. Counselling is a relationship that requires the counsellor's personal involvement. Knowing yourself as a person and as a counsellor are vital parts of this focus. Being present for the client, respecting boundaries, understanding projections, and expanding awareness of your sense of self are some themes that will be addressed. A three-pronged approach will be taken: (a) self-reflection, (b) research, and (c) application of skills.

*Prerequisite(s):   Admission to the cohort for which the course is being offered or consent of the Assistant Dean of Graduate Studies and Research (Faculty of Education).*

*Equivalent:        CAAP 6605*

## COURSE OBJECTIVES

This Counselling Skills course focuses on the understanding and acquisition of skills for use in counselling contexts. Emphasis will be placed on the identification and development of specific skills that are essential for the development of working alliances. The course will introduce a theoretical framework for the application of skills in addition to providing the opportunity for skill practice and development.

This course is designed to help students achieve the following learning objectives:

1. Describe the characteristics and responsibilities of effective helpers

2. To demonstrate the acquisition of a knowledge base regarding the literature on the purposes, attitudes, and skills necessary for developing an effective working alliance (i.e., therapeutic relationship) with clients.

3. To demonstrate an understanding of the kinds of counsellor/therapist/psychologist qualities or ways of being conducive to developing and sustaining a therapeutic relationship.

4. Establish a collaborative helping relationship, structure a counselling interview, gain information and clarify client needs.

5. To demonstrate a repertoire of generic counselling skills, including attending skills, engagement skills, reflecting skills, transitional skills, and skills for enhancing meaning, as well as a proficient level of applying these skills in a purposeful way.

6. Understand and apply effective counselling approaches and techniques to facilitate client exploration of issues.

7. Examine alternate perspectives and develop appropriate actions with respect to issues presented.

8. Identify the relationships between counselling outcomes and communication skills applied.

9. To demonstrate a developing awareness of self-factors, including self-care, involved in becoming an effective counsellor.

10. Engage in self-exploration, and self-evaluation.

11. To demonstrate an ability to provide and receive feedback from instructors and peers in a constructive manner.

12. To demonstrate an appropriate way of being in relationships with colleagues- professional and ethical conduct during class dialogues and skill acquisition sessions.

The following experiences will define the nature of the course:

- dialogues on readings;
- experiential activities;
- video presentations;
- skill discussions and demonstrations; and
- supervised skill practice (supervision by Instructor and Graduate Teaching Assistant).

Students will be expected to work in dyads or triads and video record their practice sessions; these interactions will be assessed for skill analysis, critical self-evaluation, and quality. Integral to the course emphases, the roles of client and psychologist, pertinent issues facing psychologists, the nature of change for client and psychologist, the goals of psychological intervention, and psychologist effectiveness will be addressed. A combined theoretical and practical focus will be utilized to foster the development of a repertoire of skills and strategies.

## ANTICIPATED TOPICS (Note- This list is not exhaustive)

- Counselling Psychology as a Profession
- Characteristics of Effective Helpers
- General Counselling Outcomes
- Empathy
- Targets of Intervention: Cognitive, Affective, Behavioural
- Principles of Helping
- Building Relationships
- Attending Skills
- Soliciting Skills
- Reflecting Skills
- Structuring Skills
- Skill Coding and Rating of Skills
- Self-Evaluation
- Peer Supervision

## COURSE SCHEDULE

The weekly course schedule will be posted in Moodle.

## REQUIRED TEXTS

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

Young, M.E. (2017). *Learning the Art of Helping: Building Blocks and Techniques* (6th Ed.). Columbus, Ohio: Pearson Education Inc.

"Coursepack" (Course readings and handouts) are available online in Moodle.

# REQUIRED JOURNAL ARTICLE READINGS (Available on Moodle)

Bedi, R. P., & Duff, C. T. (2014). Client as expert: A Delphi poll of clients' subjective experience of therapeutic alliance formation variables. Counselling Psychology Quarterly, 27(1), 1-18. doi:10.1080/09515070.2013.857295

Bedi, R. P., Davis, M. D., & Williams, M. (2005). Critical incidents in the formation of the therapeutic alliance from the clients' perspective. Psychotherapy: Theory, Research, Practice, Training, 42(3), 311-323. doi:10.1037/0033-3204.42.3.311

Bedi, R. P., Haverkamp, B. E., Beatch, R., Cave, D. G., Domene, J. F., Harris, G. E., & Mikhail, A. M. (2011). Counselling psychology in a Canadian context: Definition and description. Canadian Psychology-Psychologie Canadienne, 52(2), 128-138. doi:10.1037/a0023186

Bohart, A. C. (2000). The client is the most important common factor: Clients' self-healing capacities and psychotherapy. Journal of Psychotherapy Integration, 10(2), 127-149. doi:10.1023/A:1009444132104

Castonguay, L., Constantino, M. J., & Holtforth, M. G. (2006). The working alliance: Where are we and where should we go? Psychotherapy: Theory, Research, Practice, Training, 43(3), 271-279. doi:10.1037/0033-3204.43.3.271

Coutinho, J., Ribeiro, E., Sousa, I., & Safran, J. D. (2014). Comparing two methods of identifying alliance rupture events. Psychotherapy, 51(3), 434-442. doi:10.1037/a0032171

Daniels, J., & Weardon, A. J. (2011). Socialization to the model: The active component in the therapeutic alliance? Behavioral and Cognitive Psychotherapy, 39, 221-227. doi:10.1017/S1352465810000792

Duff, C., & Bedi, R. (2010). Counsellor behaviours that predict therapeutic alliance: From the client's perspective. Counselling Psychology Quarterly, 23(1), 91-110. doi:10.1080/09515071003688165

Evans, Y.A. & Payne, M.A. (2008). Support and Self-Care: Professional Reflections of Six New Zealand High School Counsellors. British Journal of Guidance & Counselling, 36(3), 317-330. doi:10.1080/03069880701729466

Geller, S. M., & Porges, S. W. (2014). Therapeutic presence: Neurophysiological mechanisms mediating feeling safe in therapeutic relationships. Journal of Psychotherapy Integration, 24(3), 178-192. doi:10.1037/a0037511

Hanson, J. T. (2009). Self-awareness revisited: Reconsidering a core value of the counseling profession. Journal of Counseling & Development, 87(2), 186-193. doi:10.1002/j.1556-6678.2009.tb00566.x

Horvath, A. O. (2006). The alliance in context: Accomplishments, challenges, and future directions. Psychotherapy: Theory, Research, Practice, Training, 43(3), 258-263. doi:10.1037/0033-3204.43.3.258

Horvath, A. O., & Symonds, B. D. (1991). Relation between working alliance and outcome in psychotherapy: A meta-analysis. Journal of Counseling Psychology, 38, 139-149. doi: 10.1037/0022-0167.38.2.139

Jorna, T. (2012). The longing for human contact: Why it is crucial that we foster awareness for the inner self in ourselves and others. Journal of Spirituality and Mental Health, 14, 23-37. doi: 10.1080/19349637.2012.642665

Kanellakis, P. (2010). Counselling Psychology and Disability. Europe's Journal of Psychology 2, 123-149. doi:10.5964/ejop.v6i2.188

Lambert, M. J., & Cattani, K. (2012). Practice-friendly research review: Collaboration in routine care. Journal of Clinical Psychology, 68(2), 209-220. doi:10.1002/jclp.21835

Lambert, M. J., & Shimokawa, K. (2011). Collecting client feedback. Psychotherapy, 48(1), 72-79. doi:10.1037/a0022238

Leibert, T. W., Smith, J. B., & Agaskar, V. R. (2011). Relationship between working alliance and social support on counselling outcome. Journal of Clinical Psychology, 67(7), 709-719. doi:10.1002/jclp.20800

Macneil, C. A., Hasty, M. K., Evans, M., Redlich, C., & Berk, M. (2009). The therapeutic alliance: Is it necessary or sufficient to engender positive outcomes? Acta Neuropsychiatrica, 2, 95-98. Retrieved from: http://onlinelibrary.wiley.com/store/10.111/j/1601-5215.2009.00372.x/asset/j.1601-5215

Miller, S., Hubble, M. & Duncan, B. (1997). No more bells and whistles. The Family Therapy Networker, 19, 2, 52-58.

Nissen-Lie, H. A., Monsen, J. T., & Ronnestad, M. H. (2010). Therapist predictors of early patient-rated working alliance: A multilevel approach. Psychotherapy Research, 20(6), 627-646. doi:10.1080/10503307.2010.497633

Norcross, J. C., & Wampold, B. E. (2011). Evidence-based therapy relationships: Research conclusions and clinical practices. Psychotherapy, 48(1), 98-102. doi:10.1037/a0022161.

Roberts, R. & Baumberger, J.P. (1999). T.R.E.A.T.: A model for constructing goals and objectives for students with special needs. Intervention in School and Clinic, 34(4), 239-243. doi:10.1177/105345129903400411

Safran, J. D., & Kraus, J. (2014). Alliance ruptures, impasses, and enactments: A relational perspective. Psychotherapy, 51(3), 381-387. doi:10.1037/a0036815

Safran, J. D., Muran, J. C., & Eubanks-Carter, C. (2011). Repairing alliance ruptures. Psychotherapy, 48(1), 80-87. doi:10.1037/a0022140

Taber, B. J., Leibert, T. W., & Agaskar, V. R. (2011). Relationships among client-therapist personality congruence, working alliance, and therapeutic outcome. Psychotherapy, 48(4), 376-380. doi:10.1037/a0022066

Yamuna, S. (2013). Counseling Adolescents. The Indian Journal of Pediatrics, 80(11), 949-958. doi:10.1007/s12098-013-1104-x

## REQUIRED MATERIALS

- Two USBs
- Headphones
- External microphone (optional)
- Web Camera (external or built in)
- Laptop to video record (if you do not have a laptop, please let Dr. Brady know and arrangements will be made for you to borrow one)

## Moodle Supports:

http://moodleanswers.com/
http://www.moodleanswers.com/index.php/information

## General IT Assistance:

http://www.uleth.ca/information-technology/desktop/help
http://www.uleth.ca/information-technology/resources/tips-tricks
http://www.uleth.ca/information-technology/services

## COURSE EVALUATION & GRADING

The assessment structure is based on the following course activities, with the percentage weighting of each activity as indicated. Your final grade for the course will be a composite mark based on your performance in these course activities. There is a five (5%) percent deduction for late assignments unless arrangements are made with the instructor in advance. Late assignments will not be accepted if the assignment has already been returned to the students marked and graded.

| Assignment | Due Date | Percentage |
|---|---|---|
| Assignment #1: Working Alliance Research Paper | October 5 | 25% |
| Assignment #2: Initial Skills Demonstration Video | October 26 | Pass/Fail |
| Assignment #3: Peer Assessment | November 9 | 25% |
| Assignment #4: Final Skills Demonstration Video | December 7 | 50% |

# FACULTY OF EDUCATION 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 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 |

*Note: This grading schedule is determined by the Faculty of Education.

**Assignment #1: Research Paper: The Working Alliance**      **Term Value: 25%**

Write a 10-15 page (exclusive of title page, abstract, and references) academic paper related to the therapeutic alliance. The Research Paper is an opportunity to summarize and discuss the literature on the Working Alliance construct and the course material. Potential topics could include relationship between the therapeutic alliance and outcomes, client characteristics, counsellor characteristics, the therapeutic alliance with specific populations (e.g., age group, counselling concern, diversity group), interaction between client and counsellor attachment styles, etc. All topics outside of these aforementioned topics should be pre-approved by Dr. Brady.

All papers need to include an introduction that broadly introduces the topic and then narrows down into the specific thesis of the paper. This is followed by a literature review that reviews and critiques what is known and not known about the topic. This review goes beyond a summary of the literature and considers the strength of the theoretical and research evidence. Depending on the complexity of the topic, the literature review could have several subsections. The final section of the paper is your conclusion, which provides a brief summary of what you have written, recommendations for clinical practice and future research, and then a final concluding paragraph.

Formal APA style is required including title page, abstract, running heads, headings, citation style, and references. All pages should have a minimum of one-inch margins on all sides and be a minimum of 12-point font. You will need to include a number of points, following the Grading Criteria listed below.

### Research Paper Evaluation

| Elements | Does not meet requirements (</= B-) | Meets requirements (B to B+) | Exceeds requirements (A- to A+) | Weight |
|---|---|---|---|---|
| Introduction: Thesis statement (Aim or purpose of paper; topic or question to be addressed) | Purpose of paper is difficult to identify, unclear or restatement of an obvious issue. | Clearly describes the topic or question that the paper seeks to answer. Significance of the topic is clear (who cares and why). | Purpose & significance of paper are clearly identifiable, sophisticated & insightful, pushing beyond stereotyped questions. The thesis of an A+ paper is highly original, opening new arenas of discussion related to the selected topic. | 3 |
| Literature Review | Points/statements often lack supporting evidence. Quotes may be poorly integrated & explored. It is unclear how the author is making sense of the literature. | Effectively incorporates examples from a reasonable cross-section of current literature to support key points. Quotes are well integrated, explored and discussed. Demonstrates ability to explain & critique, compare & contrast current literature. | Draws upon cutting edge, current, peer-reviewed literature in specific areas related to the paper topic. Excellent integration of quoted material. Demonstrates analytic depth and sophistication to critique current literature. The analysis & critique of an A+ paper poses essential questions about the topic that push inquiry and understanding well beyond readings. | 12 |

| Elements | Does not meet requirements (</= B-) | Meets requirements (B to B+) | Exceeds requirements (A- to A+) | Weight |
|---|---|---|---|---|
| Conclusion | There is no clear conclusion, no attempted response to the question or issue posed in the purpose/thesis statement. | The thesis and its significance are restated, emphasizing the discovered importance, answers, or possibilities explored within the paper. | The thesis and its significance are restated, emphasizing the discovered importance, answers, or possibilities explored within the paper.<br>Clearly proposes answers to questions such as "so what?" or "who cares?" and "what are the implications for the field?"<br>Poses questions that push readers toward thinking about new understandings of the topic. | 4 |
| Literary skill | Writing style is bland & factual. Numerous errors in sentence structure, grammar, punctuation & diction. | Sentence structure, grammar punctuation & diction are strong with occasional minor errors. | Sentence structure, grammar punctuation & diction are excellent with negligible errors. | 3 |
| APA Style | Numerous errors in APA formatting and citations. | Follows APA (6th Ed) format appropriately with few errors | Meticulous APA format is followed consistently. | 3 |
| Total | | | | /25 |

## Assignment #2: Initial Skills Demonstration Video & Transcript   Term Value: Pass/Fail

**Goal:** to follow your partner and accurately reflect both content and feelings. In marking this assignment, the emphasis will be on your ability to analyze your responses and create an alternative response.

1.  Find a partner in class to be your client.  Videootape a 10-15 minute dyad interview in which you help a class member to work through a personal concern (do not script or rehearse). This is a first session.  It is important that you deliberately demonstrate an introduction (Structuring) to the session, rapport building skills (build a safe environment), use engagement or invitational skills (encouragers, questions, declarative probes), and use reflecting skills (paraphrases and reflection of feelings). End with a summary of what you have heard (Structure).

2.  Transcribe as few as **three** and as many as **five FULL CONSECUTIVE** (one after another) interactions verbatim (word for word) from the interview. (Start and end the transcription with a client statement).  Encouragers should be included but do not count as part of the total number of responses. Choose the **BEST THREE** of how ever many you have transcribed  and highlight your choice in some way. Numbering them is the most straightforward way. (If you do not highlight responses, the first three will be evaluated regardless of the total number).

3.  Submit your video and your transcript on a USB, as well as a paper copy of your transcript.

## Assignment Evaluation: Self-Analysis Format

| Original Response | Analysis | Alternative Response | Self-Reflection |
|---|---|---|---|
| Word for word | 1. Name the skill and critically evaluate the skill(s) or response (if unskilled) being used; include a description of the actual and/or potential effect of the response (i.e., both observed and inferred). <br> 2. Explain briefly how your alternative response is an improvement. | Include an alternative even if your original was fine. (Required) | Both current and recollected remembered thoughts, feelings, images, judgments, body sensations, etc. in response to the client's statement. |
| **C1:** It was important that I do well in the course, since I wanted to get into the Master's program. Well, I was just so discouraged when I had studied so hard that I just gave up. <br><br> **H1:** You felt that there was…like there wasn't anything you could do, that nothing that you tried had worked no matter how much effort you put into your studies. So you just decided to give up since every avenue that you explored seemed like a, like a deadend…Is that right? | I paraphrased the content of the client's message. I captured most of the message—especially the last part where she says that she had tried hard and had given up. However, the response is quite long and rambling. I missed the feeling component entirely…" You felt like there was nothing…" is really a thought. As I responded the client wiggled around in her chair and looked at me with puzzlement. In her next response she says the same thing over again using different words, probably hoping that this time around I would hear her feelings of discouragement. I imagine that she is becoming frustrated with my inability to understand her and doesn't have much confidence in me. My alternative response is much smoother. I paraphrase the main content and I identify two feelings (frustrated and discouraged). The image of "throwing in the towel" captures "gave up" using different words which would probably feel less mechanical to the client. I also like the feeling with the content demonstrating my understanding of the source of her emotion. | As you came to realize that your repeated tries at acing this course were getting you nowhere, you felt really frustrated and discouraged and decided to just throw in the towel. | I remember feeling a little judgmental towards the client. I wondered about taking off for the reading break instead of staying home and studying. I would have done that if the course was so important to me. I found myself thinking, well you have to work harder and that means staying home and studying! I wanted to ask her to explain further what she had done and to give her advice about what she could have done. I think because I was so busy in my head and not listening well, I felt awkward about giving my response and had the feeling that I was stumbling for words. |

**Assignment #3: Peer Assessment**                                **Term Value: 25%**

In this assignment, you will examine your skill development using a peer review model (that will be later reviewed by Teaching Assistant and Instructor). An **observer** and a **client** will outline observations with a **helper** to help produce a final report on skill development. The **helper** will decide which skills she/he wants to work on.

- Ahead of this class think carefully about two or three skills you, the helper, want to work on. Review previous interviews and reflect on any feedback that you have received from the instructor, teaching assistant and peers.

- Make a brief outline of a role play that would allow you to work on the specific skills that you have chosen. (This is a first session).

- Go over the skills and role play ideas with your triad. Get their input and further develop the role play.

- Conduct and **videotape** a 15-20 minute role play.

- Observer role: note the impact of helper responses (watch for verbal and nonverbal responses) on progression through the helping model as outlined in class.

- **Continue to videotape a 15-minute discussion** where the helper responses are critiqued as to their effectiveness and impact on the client.

- Write a 4 - 5 page reflection summary paper in which you:
  - Incorporate feedback from the observer and client
  - Compare your reaction to the interview with their reactions and discuss similarities and difference. How do you account for differences?
  - Discuss the skills you chose to practice (name them, how you would like to improve, improvement since first tape). Use quotes of your interactions from your taped sessions.
  - Reflect on the effectiveness of your interactions throughout the interview. Any improvements? What were they? Obstacles? Use specific examples to support your conclusions.
  - Other questions to consider: What are your strengths as a helper? What skills need improving? How would you compare this tape to your baseline (Assignment Two)?
  - NOTE: Use concrete and specific examples from session to support your conclusions.

## Assignment Evaluation

**A. Video Evaluation (15 marks)**

| Student is able to: | Underdeveloped | | Satisfactory | | Excellent | |
|---|---|---|---|---|---|---|
| 1. Comprehend the client's issues | 1 | 2 | 3 | 3.5 | 4 | 5 |
| 2. Facilitate client expression of thoughts and feeling | 1 | 2 | 3 | 3.5 | 4 | 5 |
| 3. Recognize and skillfully interpret client's covert messages | 1 | 2 | 3 | 3.5 | 4 | 5 |
| 4. Identify relationships among conceptual themes as expressed by the client | 1 | 2 | 3 | 3.5 | 4 | 5 |
| 5. Respond to important developments in the session | 1 | 2 | 3 | 3.5 | 4 | 5 |

| Student is able to: | Underdeveloped | | | Satisfactory | | Excellent |
|---|---|---|---|---|---|---|
| 6.  Appear comfortable in the role of counsellor | 1 | 2 | 3 | 3.5 | 4 | 5 |
| 7.  Allow the client to see the *person* behind the *role* of counsellor | 1 | 2 | 3 | 3.5 | 4 | 5 |
| 8.  Confront and challenge the client as appropriate and necessary | 1 | 2 | 3 | 3.5 | 4 | 5 |
| 9.  Resist being defensive with the client | 1 | 2 | 3 | 3.5 | 4 | 5 |
| 10. Convey warmth and caring to the client | 1 | 2 | 3 | 3.5 | 4 | 5 |
| 11. Demonstrate advanced empathy | 1 | 2 | 3 | 3.5 | 4 | 5 |
| 12. Conceptualize client issue | 1 | 2 | 3 | 3.5 | 4 | 5 |
| 13. Understanding the counselling process | 1 | 2 | 3 | 3.5 | 4 | 5 |
| 14. Develop and maintain a working alliance / counselling relationship | 1 | 2 | 3 | 3.5 | 4 | 5 |
| 15. Manage ruptures  / disruptions to the working alliance / counselling relationship | 1 | 2 | 3 | 3.5 | 4 | 5 |

**Total  _____  ÷ 5 =   _____ % (Maximum 15%)**

## B. Skills Analysis and Reflection Paper Evaluation (10 marks)

| Criteria | Mark |
|---|---|
| **Skills Analysis (5 marks)**<br>Using the video criteria above as a guide the student is able to <u>accurately</u> reflect on the quality of skills demonstrated. | |
| **Reflections (5 marks)**<br>The student is able to identify both strengths and areas for growth in their work.  For full marks the reflections demonstrate a depth of understanding of their impact (or potential impact) on the "client". | |
| **Total (10 marks; Maximum 10%)** | |

## Assignment #4: Skills Demonstration Video                          Term Value:  50%

Participants will be required to provide a demonstration of their counselling skills in a simulated context of a first session through the submission of the following elements:

- a minimum 15-minute, and maximum 20 minute video example of their counselling skills;
- a verbatim transcription of the session; and
- a coding sheet identifying the particular counselling skills used, an evaluation/analysis of the effectiveness and quality of each skill, an alternate response, and an overall summary of the effectiveness of the interaction (self-reflection).

The focus of the counselling skills demonstration will be on the ability to explore a client/helpee presenting issue. While the emphasis should remain on whatever domain the helpee presents (e.g., affective or cognitive), it is expected that the helper will demonstrate *at least* the following:

- soliciting skills;
- reflections of verbal content;
- reflections of meaning;
- reflections of affect;
- transition skills; and
- effective summaries.

Accuracy, focus, and fluency with process will be the bases for assignment evaluation. In particular, attention will be paid to the degree to which the helper:

- accurately coded and evaluated the skills used in the interaction, and summarized the overall effectiveness of the interaction (10 marks);
- used appropriate solicitation techniques to elicit information (10 marks);
- captured the affect throughout the interview (10 marks);
- identified and maintained a focus on the core issue/meaning of the interaction from the client's perspective, and avoided a premature movement to a solution (10 marks);
- demonstrated fluency and comfort with managing and structuring the interaction process (10 marks).

## ACADEMIC ACCOMMODATIONS

Please let Dr. Brady know if you require specialized academic accommodations. The Accommodated Learning Centre can also provide you with necessary information, services, and support. https://www.uleth.ca/ross/accommodated-learning-centre

## ATTENDANCE

As students in the Faculty of Education, the following professional standards of behaviour are encouraged and expected. This includes excellent attendance and adherence to the Standards of Professional Conduct articulated by the Faculty of Education.

In addition to Professional Conduct, students are expected to meet expectations set out in other University and Faculty of Education policies, and to adhere to expectations set out by the Canadian Counselling and Psychotherapy Association (CCPA) and the Canadian Psychological Association (CPA).

Since this is a course which uses experiential learning as a format for skill development, **attendance at all classes is necessary and required**.  If you are ill or otherwise unable to attend class, please notify me by phone or email prior to the class.

*Non-excused absences will result in a 5% reduction in your final grade.

# PROFESSIONAL RESPONSIBILITIES

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/

**CCPA Code of Ethics:**
https://www.ccpa-accp.ca/ethics/

**Faculty of Education Standards of Professional Conduct:**
http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct

- **Questions, experiences shared and opinions expressed within this class are considered confidential, thus statements are not to be repeated outside of the classroom and identifying details such as clients or communities must not be made public.**

- **Diversity of opinions and background experiences are the cornerstones of classroom discussions. As such, discussions must be centered on the argument rather than on the personal, judgments must be avoided and all encounters must reflect respect for the right of colleagues to differ and hold various values and opinions.**

- **All dialogue, interactions, and inclusive pedagogy should reflect the professional manner in which one would conduct themselves in any educational setting; refer to the Code of Conduct.**

- **Due to the interactive format of this class and ongoing class-based discussion, students are expected to read the assigned texts prior to class and participate in all class activities.**

- **Students are reminded that ALL sessions (on videotapes, DVDs, and/or on your computer) must be erased or shredded once you have received your final grade.**

- **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 may need to consult with university faculty/staff and/or access relevant professional or emergency services if a course instructor/teaching assistant/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 Dr. Brady 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.**

## INTELLECTUAL HONESTY

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.

Importantly 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. Since this is your first year in the program, it is not expected that you will have mastered APA style. Instead you will be given feedback on APA style. You will notice that the research paper is the only assignment in which APA format is required.

All written assignments must be completed according to the format described in *the Publication Manual of the American Psychological Association* (6th ed.). It is strongly recommended that you purchase a copy of the APA Manual and refer to it when writing papers and compiling reference lists. The specific number of marks allotted to APA format for each assignment is indicated under the grading criteria for that assignment. The APA website (http://www.apastyle.org) also offers information about the citation styles of the American Psychological Association.

Please acquaint yourself with these sections of the APA manual (6th edition).

| Evaluation Component | Reference* and Grading Criteria |
|---|---|
| Writing Style and Presentation | Chapter 3, Sections 3.05 to 3.16 |
| Spelling and Punctuation | Chapter 4, Sections 4.01 to 4.30 |
| Organization and Heading Style | Chapter 3, Sections 3.02 to 3.04 |
| Quotations and Within-Text Citations | Chapter 6, Sections 6.03 to 6.10 |
| Reference List | Chapter 6, Sections 6.17, 6.22, 6.25, 6.26, and 7.01 |
| | |

*American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.