



Master of Education (Counselling Psychology) ED 5705 Counselling Psychology: Theory

COURSE OUTLINE

Fall 2017

Wednesdays: September 6 - November 29
9:00 a.m. to 12:00 p.m. Room: L1050

Instructor: Dr. Sandra Dixon
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Meetings may be scheduled by appointment and may occur face-to-face, via telephone, or webconference. Please email the instructor in advance to set up an appointment.

I am best contacted by email. **Please preface the Subject Line of all emails with ED 5705.** I will respond to emails within the regular work week (9-5, M-F). If the issue is urgent, please write **URGENT** in the subject line. ***Email response time:** Please expect up to 48 hours turnaround time for email responses. Please resend your message if you have not received a reply in this timeframe as I may not have received it.

Note: I will NOT be checking emails on Sunday. Consider this your day for self-care and rest (if you so choose).

Calendar Description (credit hours 3.0)

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)

Credit Hours: 3.00

Contact hours per week: 3-0-0

Please note: Guided by the College of Alberta Psychologists' Intervention and Consultation section 3.1.4. this course will "cover relevant issues that relate to theories/practice of intervention (e.g., behavioural, cognitive; cognitive-behavioural approaches; psychodynamic approaches; systems/ecological approaches; humanistic approaches; psychoeducation; time-limited/brief therapy)."

College of Alberta Psychologists. (2013). *Criteria for evaluating academic credentials for registration as a psychologist in Alberta.* Retrieved from <http://www.cap.ab.ca/>

Course Overview

The focus of this 39 hour course is on the theoretical frameworks that inform various counselling approaches. The course is designed to provide students with theoretical foundations in counselling psychology. We begin with a review of the nature and 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

By the end of this course, students will achieve the following objectives:

- 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) Describe the many factors that influence the helping process – including social, cultural, and environmental factors, relationships, the level of commitment of the client, etc.
- 4) Describe how personal values, beliefs, experiences, attitudes, and individual differences influence our personal theory and style as counsellors;
- 5) Understand the importance of identifying and selecting appropriate counselling strategies and interventions based on theoretical constructs and associated with client needs;
- 6) Develop and articulate a personal theory of counselling (through the process of integrating course material, personal reflection, self-awareness, and feedback from peers and instructor.)

Required Course Resources

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Prochaska, J. O., & Norcross, J. C. (2014). *Systems of psychotherapy: A transtheoretical analysis* (8th ed.). Stamford, CT: Cengage Learning.

Please note: E-version/digital versions of books maybe available through the U of L book store or publisher. See link for bookstore: <http://www.uleth.ca/bookstore/>

Supplementary Resources

Corey, G. (2009). *Theory and practice of counselling and psychotherapy* (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Corey, G. (2013). *Case approach to counselling and psychotherapy* (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

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

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

Murdock, N. L. (2013). *Theories of counseling and psychotherapy: A case approach* (3rd ed.). Columbus, Ohio: Prentice Hall.

Sumarah, J. (2009). *Reflections for the beginning counsellor*. Wolfville, NS: Acadia University.

Wedding, D. & Corsini, R. J. (Eds.). (2014). *Current psychotherapies* (10th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Canadian Code of Ethics for Psychologists 3rd Edition (2000). Available at www.cap.ab.ca and www.cpa.ca

American Psychological Association. *Theories of Psychotherapy Series*®

<http://www.apa.org/pubs/books/theories-series-and-dvds.aspx>

Counselling Psychology Journal Resources: Of particular importance to this course are the following journals:

Behaviour Change

Canadian Journal of Counselling
Journal of Mental Health Counselling
Counsellor Education and Supervision
Elementary School Guidance and Counselling
Imagination, Cognition and Personality
Journal of Applied Behaviour Analysis
Journal of Counselling and Development
Journal of Consulting and Clinical Psychology
Journal of Behaviour Therapy and Experimental Psychiatry

Behaviour Therapy

Canadian Journal of Psychology
Canadian Psychology
American Psychologist
School Counselling
Counselling Psychologist
Journal of Applied Psychology
Journal of Psychology and Theology
Journal of Counselling Psychology

****Note:** Additional readings, when required, will be provided and posted in Moodle to supplement your learning and reflection at the instructor's discretion.

Recommended/Useful Resources:

- ☞ **For Moodle:** <http://moodleanswers.com/> & <http://www.moodleanswers.com/index.php/information>
- ☞ **For 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>
- ☞ **For Library:** <http://libguides.uleth.ca/c.php?g=520227>; For a full list of helpful guides for library users, see: <http://www.uleth.ca/lib/>
- ☞ **For APA:** <https://owl.english.purdue.edu/owl/resource/560/10/>

Course Structure

This course is designed to provide a dynamic and interactive learning process drawing on the contributions of both students and instructor. As an instructor, my role will be to help facilitate students' in-class learning within a safe and respectful environment. Throughout the course process, I will be intentional in asking critical and reflective questions, offering insights, and providing constructive feedback when and where necessary. Within the class context, space will be provided for students to engage with each other, share ideas, and enhance their learning as counselling professionals in training.

Writing Expectations: It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th Edition. In addition, you will want to keep in mind the following points:

- Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure, and poor organization are unacceptable.
- Use Canadian spelling consistently.
- Submit all assignments typed, in Word format, with a title page (see APA Publication Manual for sample).
- Unless otherwise indicated, submit your assignments through the Moodle system. Electronic files should be saved as: **LastName_FirstNameInitial_Course_Assign name_Date**
<https://putlocker1.fit/featured-tv/.doc> (or .docx).
- Number all pages. Insert your last name in the header with the page number on all pages.
- All papers should be double-spaced, unless otherwise indicated.
- Include a reference page with proper APA formatting.
- Page requirements do not include title page, references, and appendices (if appropriate).
- Rewriting/redoing of assignments after they are handed in, or completing supplementary assignments, is not permitted.
- Papers over page limits will be deducted 1 mark per page from overall assignment grade.
- Assignments submitted after the deadline will be penalized 5% per day (incl. weekends).
- All assignments **MUST** be handed in for you to get a final grade for the course.

Sample Assignments: In order to help facilitate and guide your learning, I have included sample works for some of the assignments with student's permission. The overall quality of these assignments would fall in the excellent grading criteria range. To protect student's anonymity, I have removed their names from the assignments. See **Sample Assignment** folder.

Evaluation

To receive credit for CAAP 6601, students must submit ALL of the course assignments. The student's final grade for the course will be based on the student's performance in the following outlined course activities.

Course Activity	Wt	Due Date
Assignment #1: Individual Work THEORY/COUNSELLING BRIEFS <ul style="list-style-type: none"> • Part I • Part II <i>Guidelines for grading will be provided at the beginning of the course.</i>	10% 10%	Part # 1: DUE Oct 18 Part # 2: DUE Nov 29
Assignment #2: Group Work PRESENTATION & DISCUSSION LEADERSHIP <i>Guidelines for grading will be provided at the beginning of the course</i>	30%	Presentation as per schedule identified early in the term
Assignment #3: Individual Work PERSONAL THEORY PAPER <i>Guidelines for grading will be provided at the beginning of the course</i>	40%	Due: Nov 17
Assignment #4: Individual Work ATTENDANCE, PREPARATION, & CLASS PARTICIPTION <i>Guidelines for grading will be provided at the beginning of the course</i>	10%	Due: Nov 29

Note: I will strive to grade and return assignments within 10 days after they are received. If I need a longer time to mark the assignments, I will notify you.

Final Letter Grade

The Faculty of Education at U of L has a standardized grading system for its graduate program.

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 Med 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

Academic Accommodations

Students with disabilities who require academic or nonacademic considerations to support their learning experience are invited to contact the Accommodated Learning Centre at the University of Lethbridge before their program begins [<http://www.uleth.ca/ross/accommodated-learning-centre/content/accommodations>]. Documentation of the accommodation/ability/disability and recommendations from a professional can be faxed to their office at (403) 329-2281. The student will then be contacted to discuss accommodations and notification

of their instructors and/or professors. It is the student's responsibility to inform the instructor of necessary accommodations. Should the need arise the instructor can refer the student to the Accommodated Learning Centre for consultation and information.

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.

Confidentiality

To create a safe place for students to share and process their thoughts, feelings and reactions related to the course content, we need to have a clear statement about the expectations we have regarding confidentiality and the sharing of personal information. By virtue of your participation in the University of Lethbridge M.Ed Counselling courses, you are required to adhere to the ethical practices discussed below. If, for some reason, you believe you cannot adhere to these expectations, you are required to discuss the matter with your course instructor **before** the course begins.

What are the expectations regarding confidentiality and the sharing of personal information in University of Lethbridge ED courses? Whatever you choose to share about yourself with others is entirely up to you, completely at your discretion. If you are doubtful about sharing specific aspects of your personal experiences, it is best that you wait until a time when you are more comfortable doing so. The personal information that your classmates and course instructors share with you is not to be discussed with anyone outside the course. There are no limitations on the length of time you are expected to continue protecting the confidences you have received from others. You will **never** have the right to share the personal information your classmates and course instructors have entrusted you with. There will be specific incidences where the speaker directs that the information being shared could be dispersed into the public domain. An instructor may, for instance, share with the class that having lost a client, she was grief stricken for months afterwards. In the course of explaining the details she may tell the class to feel free to share her story if it can be of benefit to others.

Golden Rule: If you have any doubts, about whether it is acceptable to share a specific piece of someone else's personal information, don't! **Caution:** While we will take all possible precautions to safeguard the information that is exchanged in this course, whether in discussion, presentations, group/station work, E-mail, etc., we cannot provide you with a guarantee of confidentiality. Nonetheless, we hope that you will feel comfortable enough to exchange your ideas freely. **Exceptions to confidentiality:** According to professional codes of conduct, your course instructor may be required to break confidentiality in matters relating to, but not limited to the following circumstances: a child or dependent adult is in need of protective services, and/or someone's life is in imminent danger through suicide or the intentional actions of others. Please refer to the College of Alberta Psychologists for more details surrounding limits to confidentiality: www.cap.ab.ca

What if I want to talk to someone outside the course about a personal comment a student/instructor made?

If you feel you need to consult with someone outside the course on a personal comment made in the course, you may do so as long as you protect the identity of the individual you are discussing. This means, at no times, are you to release the person's name, age, gender or personal/professional background. Similarly, do not share any details about when or where the comment was made. 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. If you have anything further to add to this discussion regarding confidentiality and the sharing of personal information, please feel free to consult with the instructor.

A Note Regarding Respect: For this to be an optimal learning environment for you, it is critical that we treat each other professionally and with respect, including: regular and active participation in group/station work, class discussions, and presentations; avoiding abusive language; demonstrating respect for different opinions; and adhering to confidentiality. Confidentiality refers to not sharing identifying details of classmates' stories/experiences with others outside the course AND not talking to each other about other classmates' stories/experiences. Also, please only share what you are comfortable sharing in the class context.

Attendance

Mandatory attendance for all classes is expected and required. In exceptional cases where you will be absent, notify the instructor via email in advance. **Non-excused absences will result in a 5% reduction in your final grade.** To be an active learner, you are responsible for reading and knowing the information in all assigned readings, even if not covered directly in class lectures. In addition to the textbook, I will supplement the readings with additional information to maximize your learning opportunities. You are also expected to complete all course assignments and hand them in on time.

Tentative WEEKLY COURSE SCHEDULE for 39 Hours: ED 5705

The essential elements described in this course outline will not be altered after the add/drop deadline. However, recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, for which students will be notified and provided that no student is disadvantaged by the change.

TOPICS	READING & TASKS
<ul style="list-style-type: none"> • Welcome, Introduction and Overview • The Nature of Theory 	<ul style="list-style-type: none"> • Prochaska & Norcross (2014), Ch. 1 • Resources (in Moodle)
<ul style="list-style-type: none"> • Check-in • Common Factor Theory • Transtheoretical Model (TTM) - Stages of Change • Psychoanalytic: Freud 	<ul style="list-style-type: none"> • Prochaska & Norcross (2014), Ch. 2, 17 • Resources (in Moodle)
<ul style="list-style-type: none"> • Check-in • Post-Modern Social Constructivist – Narrative, Solution-Focused 	<ul style="list-style-type: none"> • Prochaska & Norcross (2014), Ch. 15 • Resources (in Moodle)
<ul style="list-style-type: none"> • Check-in Group 1 Presentation & Discussion Leadership • Cognitive Framework – CBT - Beck 	<ul style="list-style-type: none"> • Prochaska & Norcross (2014), Ch. 9 & 10 • Relevant Readings (Moodle)
<ul style="list-style-type: none"> • Check-in Group 2 Presentation & Discussion Leadership • Humanistic – Rogerian (Client/Person-Centred) 	<ul style="list-style-type: none"> • Prochaska & Norcross (2014), Ch. 5 • Relevant Readings (Moodle)
<ul style="list-style-type: none"> • Check-in Group 3 Presentation & Discussion Leadership • Humanistic/Experiential - Gestalt – Fritz Perls 	<ul style="list-style-type: none"> • Prochaska & Norcross (2014), Ch. 6 • Relevant Readings (Moodle)
<ul style="list-style-type: none"> • Check-in Group 4 Presentation & Discussion Leadership • Psychodynamic/Psychoanalytic – Adlerian 	<ul style="list-style-type: none"> • Prochaska & Norcross (2014), Ch. 3 • Relevant Readings (Moodle)
<ul style="list-style-type: none"> • Check-in Group 5 Presentation & Discussion Leadership • Post-Modern / Social Constructivist– Feminist 	<ul style="list-style-type: none"> • Prochaska & Norcross (2014), Ch. 13 • Relevant Readings (Moodle)
<ul style="list-style-type: none"> • Check-in Group 6 Presentation & Discussion Leadership • Post-Modern /Social Constructivist–Family Systems 	<ul style="list-style-type: none"> • Prochaska & Norcross (2014), Ch. 12 • Relevant Readings (Moodle)
<ul style="list-style-type: none"> • Check-in • Case Conceptualization 	<ul style="list-style-type: none"> • Video - The Fifth Estate: The Trouble with Ivan
READING WEEK	Work on upcoming assignments
<ul style="list-style-type: none"> • Check-in • Interpersonal Approach - Transactional Analysis: Guest Lecturer (Dr. Dawn McBride) 	<ul style="list-style-type: none"> • Prochaska & Norcross (2014), Ch. 7
<ul style="list-style-type: none"> • Check-in • Integrative & Eclectic Approaches 	<ul style="list-style-type: none"> • Prochaska & Norcross (2014), Ch. 16 & 18
<ul style="list-style-type: none"> • Check-in • Course Evaluations • Reflections & Reflexivity • Class closure 	<ul style="list-style-type: none"> • Articles in Moodle

