

UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION
Masters of Education (Counselling Psychology)
Addictions & Mental Health Counselling Cohort
(Offered through Faculty of Health Sciences)
EDUC 5705 Counselling Psychology: Theory
Course Syllabus – Fall, 2016

Instructor: Gary Tzu, Ph.D., R.Psych., Associate Professor
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Office Hours: Wednesdays, 1:00 to 3:00 p.m., or by appointment
Lecture: Tuesday 9:25 am - 12:05 pm
MH 3023
Lab: Thursday 2 am - 5:50 pm
MH 1004
TA: Jason Solowoniuk, M.Ed.

EDUC 5705 Counselling Psychology: Theory

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

Course Objectives:

- 1) Students will review the major counselling theories including theory foundation; cognitive, behavioural and affective components; research evidence for effectiveness; and application to practice.
- 2) Students will develop a consistent framework to conceptualize client issues and identify and select appropriate counselling strategies and interventions.
- 3) Students will develop an understanding of a systems perspective that recognizes that all clients are part of larger societal, colleague, friendship and familial systems.
- 4) Students will develop an understanding of the application of theories of human development in understanding and working with individuals, families and groups experiencing developmental transitions across the lifespan.
- 5) Students will develop an understanding of the application of theories of personality in a variety of counselling and consultation processes.
- 6) Students will practice ongoing self-awareness and reflection on personal and counselling issues.
- 7) Students will begin to integrate different counselling interventions into their practice counselling sessions.

Essential Learning Experiences:

- A. Class (3 hrs/week): Major counselling theories will be presented and discussed in class. Addiction and mental health issues in counselling will be emphasized as well. Lecture and group discussion will be augmented by videos, role-plays, experiential exercises, and group activities.
- B. Lab (3 hrs/week): Group process, check-ins, instruction and practice sessions in counselling theory and skills will take place in weekly lab sessions.
- C. Students will be expected to embrace the counselling journey in this class and utilize both awareness and self-reflection throughout the class.

Required Textbooks:

- Almaas, A.H. (2001). *The point of existence: The transformation of narcissism in self-realization*. Boston: Shambhala.
- Corey, G. (2017). *The theory and practice of counselling and psychotherapy* (10th ed.). Pacific Grove, CA: Brooks/Cole
- Tzu, G. (2014). *Beyond addiction to awakening: A non-dual psychotherapy approach*. New York: Linus Books.
- Wilber, K. (2016). *Integral meditation*. Boston: Shambhala.

Recommended Texts:

- Greenspan, M. (2004). *Healing through the dark emotions. The wisdom of grief, fear, and despair*. Boston: Shambhala.
- Nelson, J. (1994). *Healing the split: Integrating spirit into our understanding of the mentally ill*. Albany, NY: State University of New York Press.
- Nichols, M. (2014). *The essentials of family therapy* (6th ed.). Boston: Allyn and Bacon.
- Tzu, G. (2014). *Awakening in the paradox of darkness*. Victoria, BC: Friesen Press.
- Wilber, K. (2000). *Integral psychology*. Boston: Shambhala.
- Wilber, K. (2006). *Integral spirituality*. Boston: Shambhala.

Required Materials:

Students are required to purchase a memory stick with at least 8 Gb minimum to store recordings of their counselling sessions.

Additional References:

Adyashanti (2008). *The end of your world*. Boulder, CO: Sounds True.

Almaas, A. H. (1988). *The pearl beyond price: Integration of personality into being, an object relations approach*. Berkeley, CA: Diamond Books.

Almaas, A.H. (2008). *The unfolding now*. Boston: Shambhala.

Almaas, A.H. (2011). *Inexhaustible mystery: Diamond Heart Book Five*. Boston, Shambhala.

Dayton, T. (2000). *Trauma and addiction: Ending the cycle of pain through emotional literacy*. Deerfield Beach, Florida: Health Communications, Inc.

France, M.H., Rodriguez, M., & Hett, G. (2004). *Diversity, culture and counselling: A Canadian perspective*. Calgary, AB: Detselig Enterprises.

Freedman, J., & Combs, G. (1996) *Narrative therapy: The social construction of preferred realities*. New York: W.W. Norton.

Grof, S. (1988). *The adventure of self-discovery: Dimensions of consciousness and new perspectives in psychotherapy and inner exploration*. Albany, NY: State University of New York Press.

Grof, S., & Grof, C. (1989). *Spiritual emergency: When personal transformation becomes a crisis*. New York: Jeremy P. Tarcher.

Harris, A.S. (1996). *Living with paradox: An introduction to Jungian psychology*. Pacific Grove, CA: Brooks/Cole.

Hillman, J. (1993). *Suicide and the soul*. Dallas: Spring Publications.

Ivey, A.E., Ivey, M.B., & Zalaguet, C.P. (2012). *Essentials of intentional interviewing: Counselling in a multicultural world* (2nd ed.). Pacific Grove, CA.: Brooks/Cole.

Lerner, H.G. (1985). *The dance of anger: A woman's guide to changing patterns of intimate*

- relationships*. New York: 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: Harper and Row.
- Levine, P. (1997). *Walking the tiger: Healing trauma*. Berkeley, CA: North Atlantic Books.
- Levine, P. (2010). *In an unspoken voice: How the body releases trauma and restores goodness*. Berkeley, CA: North Atlantic Books.
- Nixon, G. (2001). The transformational opportunity of embracing the silence beyond hopelessness. *Voices: Journal of the American Academy of Psychotherapists*, 37(2), 56-66.
- Nixon, G. (2010). Nondual counselling and psychotherapy: The transformation of anxiety into nondual being. *Counselling and Spirituality*, 29(1), 47-66.
- Nixon, G. (2012). Transforming the addicted person's counterfeit quest for wholeness through three stages of recovery: A Wilber transpersonal spectrum of development clinical perspective. *International Journal of Mental Health & Addiction*, 10(3), 407-427.
- Nixon, G. & Theriault, B. (2012). Nondual psychotherapy and second stage sexual addiction recovery: Transforming "Master of the Universe" narcissism into nondual being. *International Journal of Mental Health & Addiction*, 10(3), 368-385.
- Ogden, P., Minton, K. & Pain, C. (2006). *Trauma and the body: A sensorimotor approach to psychotherapy*. New York: Norton.
- Prendergast, J., Fenner, P. & Krystal, S. (Eds.). (2003). *The sacred mirror: Nondual wisdom and psychotherapy*. St. Paul: Paragon House.
- Perry, J.W. (2005). *The far side of madness*. Putnam, CT: Spring Publications.
- Welwood, J. (2002). *Toward a psychology of awakening: Buddhism, psychotherapy, and the path of personal and spiritual transformation*. Boston: Shambhala.
- White, M. (1995). *Re-authoring lives: interviews and essays*. Adelaide, Australia: Dulwich Centre Publications.
- Wilber, K. (2000). *Integral psychology*. Boston: Shambhala.
- Wilber, K. (2006). *Integral spirituality*. Boston: Shambhala.
- Wilber, K., Engler, J., & Brown, D. (1986). *Transformations of consciousness: Conventional*

and contemplative perspectives on development. Boston: Shambhala.

Wolinsky, S. (1998). *The way of the human, the quantum psychology notebooks (Vol. 2): The false core and the false self.* Capitola, CA: Quantum Institute.

Yalom, I. (1980). *Existential psychotherapy.* New York: Basic Books.

Evaluation:

1.	Video-tape counselling and group reflection due Dec 8	20%
2.	World view due Oct 18	20%
3.	Presentation	20%
4.	Mid-term Nov 1	20%
5.	Final take-home paper due Dec 13	20%
		<u>100%</u>

1) Video assignment includes a 10 to 15 minute transcribed session with analysis, plus group awareness reflection. See marking sheets in back for details.

2) A world view assignment on your personal conception of change and wholeness is due on Oct. 18. See marking sheet in back for details.

3) Learners will present in pairs a 75-90 minute workshop on a new emerging counselling theory. Learners will hand out to class members a significant article to review one week before their seminar. As the goal of these seminars is to challenge our thinking, seminar facilitators can combine a number of activities such as short presentations, videos, demonstrations and role plays to stimulate the theoretical understanding of seminar members. Learners will sign up for dates and topics in the second class. See marking sheet in back for details of the assignment.

4) Students will have an in-class closed book mid-term exam on Nov 1. The exam will consist of responding to short case study scenarios using different counselling theoretical perspectives.

5) Students will complete a final paper on their emerging counselling theory. See marking sheet in back for specific details. The assignment will be due Dec 13.

Assignments are to be handed in at the beginning of class on the due date. Learners are responsible for noting when assignments are due. Late assignments are docked 5% of total assignment mark for each day late.

Attendance in the lab portion of class is absolutely important for skill development. Students will be allowed one absence from the lab during the term. Any further absences must be explained and documented by a medical note or letter signed by a physician.

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

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 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

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.

Student Conduct:

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs)

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.

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:

- Standards of Professional Conduct for Master of Education Students:
<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>
- 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:
<http://www.ccpa-accp.ca/en/resources/codeofethics/>

Privacy and Confidentiality:

The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

For the transcript assignments where you need to video/audio record a peer or another person (e.g., volunteer client), this recorded information is to be treated as highly confidential and is to be erased or shredded once you have received your final grade, unless notified otherwise.

- Recorded information includes, at minimum, stored material saved on videotapes, DVDs, USB, computer or any other device that records information.

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

To support counselling psychology students in their studies, relevant faculty/staff discuss student performance with each other, which will be done in confidence and in a respectful manner.

Your course instructor/staff person may need to consult with university faculty/staff and/or access relevant professional or emergency services if a course instructor/staff member becomes aware that an identifiable person is in need of protective services (e.g., threat or intention of harm to self or others including suicide).

If you are aware of any situations where individuals are not honoring the expectation of

privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

Class Schedule and Readings (tentative and subject to change)	
Tuesday Lectures:	Readings and Thursday Labs:
Sept 6 No Lecture and No Lab	Wilber (2000) and (2006) articles sent out
Sept 13 Review of Outline Intro to Spiral Dynamics Four Quadrant Integral Approach	Wilber (2000) 47-53, Wilber (2006) 33-39 Wilber Transformation of Consciousness article (for next week) Overview of lab, group process, individual sessions Check-in
Sept 20 – Wilber- Developmental Approach	Wilber Transformation of Consciousness Nixon (2012) article Tzu chapters 1-7
Sept 27 – Wilber’s Integral Approach	Wilber text Chapter 1 and 2, peruse ch. 3
Oct 4 - Family of Origin: Psychoanalytic Therapy The development of fundamental narcissism	Corey Ch. 4 Almaas text 151-275, peruse 7-150
Oct 11 – Transformation of narcissism Presentation 1: A Neo-Freudian approach	Almaas text 277-355 Tzu Ch 8-11 Nixon and Theriault (2011) article
Oct 18 - Gestalt- Experiential Therapies Presentation 2 10:45 CBT or Mindfulness Therapy	Personal World View paper due in class Corey Chapter 10 Osho (2000) article
Oct 25 – Existential Therapy, Western and Eastern Perspectives on Nothingness Presentation 3: 10:45 pm Hakomi Therapy	Corey Ch 8 Nixon (2001) article Tzu Ch 14-16
Nov 1- Exam	Lab as usual
Nov 8 – Reading Week No lecture or lab	

Nov 15 – Bowenian Family Therapy Presentation 4: 10:45 Narrative Family Therapy	Bowen article Almaas (2011) Basic Fault Chapter
Nov. 22- Chakra & Jungian Therapy for Psychosis Presentation 5: 10:45 am Neo-Jungian Therapy	Perry article, Nelson article
Nov 29 Nondual Being/Therapy Presentation 6: 10:45 am A Specific Transpersonal or Nondual Therapy	Tzu Paradox of Darkness book TBA.
Dec 6 – Integration Presentation 7: Open Presentation 8: Open Wrap-Up	Final video transcript Dec. 8 Final paper due Dec. 13

**EDUC 5705 Counselling
Fall, 2016 Personal World View**

Key experiences, insights, understandings, that impact your being-in the-world	10	
Personal conception of how change and movement to wholeness happens	10	
Total	20	

EDUC 5705 Counselling Theory
Fall, 2016
Tape & Group Analysis Submission

Learner: _____

Elements for Evaluation	Scoring	Marks
Use of theoretical intervention and integration within session (transcript includes dialogue, skill/theory used, alternative statements)	5	
Analysis of session (strengths, challenges, theoretical approach, missed opportunities, awareness issues etc)	5	
Reflections on transformational process in group (group role, patterns, transformations, fixations, invitations for growth etc.)	10	

Total 20

Comments:

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Presentation

Provision of article one week ahead of seminar	2	
Introduction and explanation of counselling theory, conception of human nature, how change happens, role of counsellor and client, key techniques, strengths and limitations	9	
Experiential engagement of topic (role plays, experiential activities etc.), debriefing	9	
Total	20	

**EDUC 5705 Counselling
Fall, 2016 Personal Counselling Paper**

<p>Personal theory of counselling using counselling theories discussed in this course, include personal experiences and beliefs that shape this theory, conception of human nature, how change happens in the counselling process, the role of the therapist, and interventions used. Also please acknowledge the assets and limitations of your theory.</p>	<p>10</p>	
<p>Case study including presenting problem, description of client, session by session summary with key interventions used, progress, strengths and limitations of approach,</p>	<p>10</p>	
<p>Total</p>	<p>20</p>	
