



Counsellor Education Program: Master of Counselling

CAAP 6615
Counselling Strategies
and Interventions
COURSE OUTLINE
Summer Semester: May-Aug 2018

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Meetings may be scheduled by appointment and may occur face-to-face, via telephone, or web conference.

I am best contacted by email. 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.

Please preface email subject line with **CAAP 6615_Sum2018**

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

(Many thanks to Dr. Blythe Shepard for sharing her course materials and her input.)

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**Calendar Description**

An intensive study of a variety of counselling techniques arising from counselling theories to address common presenting problems in children, youth, and adults. Skill development in laboratory settings emphasizes counsellor self-evaluation, case conceptualization, the ethical practice of delivering the treatment plan, intervention efficacy, matching of interventions to client issues, and consultation issues.

**Credit Hours:** 3.00

**Contact hours per week:** Online facilitated instruction/face-to-face summer institute

**Prerequisite(s):** CAAP 6601 (CAAP 601) AND CAAP 6605 (CAAP 605)

**Equivalent:** Education 5706

*Note: All prerequisite courses must have a minimum 'B minus' ('B-') grade.*

## **Course Overview**

This course combines a theoretical and practical focus to develop a framework from which to plan and implement client change interventions in a variety of contexts. I assume that students have already mastered a repertoire of basic skills for establishing a working alliance and have the ability to use those skills in the design and implementation of intervention strategies that help promote change that is consistent with client goals.

This course is divided into a pre-summer institute study and a summer institute study. The pre-institute component consists of five units which will cover Cognitive Behavioural Therapy as well as basic information and groundwork necessary for success in the summer institute. In between the on-line component and the summer institute you will be required to do some reading – the summer institute is a busy time, so the more prepared you are in terms of reading, the better! The summer institute consists of five days that emphasize practicing strategies and interventions. *It is expected that learners pass the content portion of the pre-summer Institute before participating in the summer institute. It is expected that students pass the Summer Institute video/skills assignment in order to pass the entire course.*

**Please note:** This course is guided by the College of Alberta Psychologists' Intervention and Consultation section 3.1.4; thus, it will focus on the following substantive areas: i) "Treatment techniques/interventions for specific concerns or specific populations (miracle question, thought stopping, empty chair, socratic questioning, culturally appropriate treatments and interventions).

## **Course Objectives**

Upon successful completion of this course, participants will be able to:

1. Demonstrate competence in foundational skills and the ability to form a working alliance with clients;
2. Describe a range of key counselling techniques and the theoretical basis underlying each;
3. Select and justify interventions that are appropriate for client issues;
4. Understand the basic philosophy and fundamental principles of CBT;
5. Develop competence in implementing basic CBT techniques for depression and anxiety disorders;
6. Describe a framework for case conceptualization and intervention planning;
7. Demonstrate the ability to implement the framework in a counselling context;
8. Critically evaluate the intervention efficacy, including appropriateness, process followed, and outcomes attained;
9. Implement various counselling interventions, including use of the therapeutic relationship, and
10. Integrate academic, professional, clinical and personal self-reflexive knowledge in moving through the process of developing counselling interventions; and
11. Engage in self-reflection and self-exploration.

## **Required Course Resources**

- ◆ American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- ◆ Erford, B. T. (2015). *40 techniques every counselor should know* (2nd ed.). Upper Saddle River, NJ: Merrill/Pearson Education, Inc.
- ◆ Wright, J. H., Brown, G. K., Thase, M. E., Basco, M. R., Glen O. Gabbard. (2017). *Learning cognitive behavior therapy: An illustrated guide*. Arlington, VA: American Psychiatric Publishing, Inc.

**Please note:** Books maybe available through the U of L book store or publisher. See link for bookstore: <http://www.uleth.ca/bookstore/>

## Supplementary Resources

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

### Supplemental Texts

- Berman, P. S. (2010). *Case conceptualization and treatment planning: Integrating theory with clinical practice* (2nd ed.). Los Angeles, CA: Sage.
- Cormier, S. & Hackney, H. (2014). *Counseling strategies and interventions* (8th ed.). Toronto, ON: Pearson Education Inc.
- Paré, D. A. (2013). *The practice of collaborative counseling and psychotherapy. Developing skills in culturally mindful helping*. Thousand Oaks, CA: Sage Publications.
- Young, M. E. (2012). *Learning the art of helping: Building blocks and techniques*. Columbus, OH: Pearson Education Inc. (with CD Rom)

### Additional Course Resources:

Resources by the instructor, when required, will be posted in Moodle to augment the weekly readings, discussion forums, and assignments (e.g., journal articles, videos, audio recordings, etc.).

### 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/>

## Required Materials

- **Two USBs**
- **Headphones**
- External microphone (optional)
- Laptop to video record (if you do not have a laptop, please let the instructor know and I can make arrangements for you to borrow one)

## Course Structure

This **39 hour course** is designed to provide a dynamic and interactive learning process drawing on the contributions of both students and instructor. The structure and process of the weekly online lessons and discussions require that all students progress at a similar rate throughout this portion of the course.

*Note that there is no one right traditional way to create, implement, and facilitate discussion forums (DFs). This is similar to the fact that there is no one best theoretical framework and counselling approach that work for all clients. Therefore, each instructor has the flexibility to develop DFs in a creative and innovative way with the underlying goal to benefit and advance students' learning. That said, the DFs for this course are designed in a way that allow students to provide rigorous scholarly literature to support their views and perspectives as well as engage in deep and rich critical thinking all by interacting with their peers. More so, less focus is given*

*to the quantity of students' posts and more emphasis is placed on the depth and breadth of students' reply to enhance the quality of the generated posts, comments, and reflective questions.*

*More so, at this stage of your professional and academic development, it is hoped that you have all become more independent learners. Therefore, in designing all aspects of this course, more efforts were made for you to utilize your leadership skills and growing counselling competencies as ethical counsellors with the mindset to grow in evidence-based interventions and practices.*

During each week, students will reply to thought-provoking questions and comments that are posted in the weekly discussion forums [DFs]. Students are responsible to check the DFs on a regular basis to ensure that ALL questions and comments presented to them are answered in a timely and efficient manner to keep the discussion going. Failure to do so will impact your self-evaluation grades as I will be keeping track of these interactions. Discussion forums participation is mandatory and must be completed as a precondition for the self-graded evaluation assignments. Participating in the DFs needs to be, at least, equivalent to spending **three (3) hours** in a classroom debating and discussing topics. In addition to the three hours students are encouraged to participate in the DFs, an additional **2-4 hours per week** is estimated as the average time to complete the weekly readings. Based on each student's learning style, this estimated timeframe may take longer. The DF will be opened by mid-night on Thursday (MST), unless otherwise noted. Students are expected to log in throughout the week to answer questions and/or comments initiated by instructor and peers. Additionally, students' responsibility will be to read and reply to original peers' posts to core questions and follow-up questions. As well, students will contribute to the discussion by addressing comments to help cultivate a cohesive online community.

Prior to completing the DFs, complete all textbook readings, review lesson plan materials and any additional course resources posted. Please respond to weekly core question(s) in Moodle in a timely manner to allow active engagement from your peers. Additionally, reply to colleagues' follow-up questions must be done within a timely manner to keep the interaction going. Please ensure that you reply to different peers' post to ensure that everyone's ideas are being validated and honoured.

The structure of the DFs will vary over the course of 5 weeks to enhance students' learning in a creative and collaborative environment. A key aspect of students' learning will involve peer learning group via presentations within the larger group context to allow for more intimate engagements with peers. During the online portion of the course, students will be given the opportunity to enhance leadership, interpersonal and critical thinking skills for effective intervention application. Essentially, the DFs are intended as a space for students to engage with each other, share ideas, and enhance their learning as counselling professionals in training. More so, the primary objective of the peer learning group approach is to help students understand the depth and breadth of counselling strategies and interventions through their critical learning as well as from the diverse perspectives of their peers. The secondary aim of this learning style is to develop your leadership, interpersonal and team-building skills.

**Note:** Prior to the discussion forums, please review the self-graded evaluation form in Moodle to understand what constitutes proficient performance in the discussion forums.

**Note:** Peer Learning Groups (PLGs) will be posted in Moodle once Workbook Synopsis PPT Presentations are confirmed.

### **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 document 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: **FirstName\_LastNameInitial\_course\_assign name\_date.doc (or .docx)**.
- Number all pages. Insert your last name in the header with the page number on all pages.
- All major papers should be double-spaced, unless otherwise indicated in assignment's criteria.
  - Include a reference page with proper APA formatting.
  - Page requirements do not include title page, references, and appendices (if appropriate).
- Smaller assignments may have different writing criteria. Please see assignment documents.
- Rewriting/redoing of assignments after they are handed in, or completing supplementary assignments, is not permitted.
- **Late assignments will be penalized 5% per day (incl. weekends), even if it is past the deadline on the same day.**
- Papers over page limit will be deducted 1 mark per page from overall assignment grade.
- All assignments **MUST** be handed in for you to get a final grade for the course.

## **Evaluation**

To receive credit for this course, students must submit ALL of the course assignments and must pass the Summer Institute portion of the course. The student's final grade for the course will be based on the student's performance in the following outlined course activities.

### **Email Communication Protocol**

In email correspondence to the instructor, it is important to ensure that each student's correspondence express his/her needs and does not represent the voice of the collective cohort. All too often, a student's inquiry is phrased in language such as "we were wondering", the "class was thinking", "our cohort was wondering", etc. If you are writing on behalf of another(s) it is imperative that you cc your email *separately to each individual* so she/he/they are informed of your communication. This way, there is no room for miscommunication and generalization.

Additionally, as there will be a lot of email correspondences in this course, responses from me will often be concise and to the point. I trust that you will be understanding and do not misinterpret this form of communication as being brusque and impersonal; this is not my intention. As emails can often be misinterpreted, should you have any concerns about any email correspondence from me, I would encourage you to follow up for any clarification, preferably via phone. This would be much appreciated.

| <b>Course Activity</b>                           | <b>Weighting</b> | <b>Tentative Due Date</b> |
|--------------------------------------------------|------------------|---------------------------|
| <b>Discussion Forum Self-Reflection</b>          | 15%              | July 14                   |
| Part One: Workbook Presentation (on-line)        | 20%              | July 9 to 13              |
| Part Two: Intervention Demonstration (on-campus) | 20%              | July 17 to 19             |
| Mastering Foundational Skills (on-campus)        | 15%              | July 21                   |
| Treatment Planning Guide (Final Paper)           | 30%              | July 27                   |
| <b>Total</b>                                     | <b>100%</b>      |                           |

Grading rubrics are available on the CAAP 6615 Moodle site.

### **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 |

### **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](http://www.uleth.ca/ross/academic-calendar/sgs)

### **Standards of Professional Conduct**

Within the Faculty of Education graduate 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 for the field*, as noted below.

ATA Code of Professional Conduct:

[http://www.teachers.ab.ca/About the ATA/ UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

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://www.cpa.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

Canadian Counselling and Psychotherapy Association Code of Ethics:

<http://www.ccpa-accp.ca>

## **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 MEd Counselling CAAP 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 CAAP 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 forums, web conferencing, 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](http://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 post your ideas in your course forum.

### **Withdrawal from an Online Course**

If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

### **Tentative COURSE SCHEDULE** **for 39 Hours: CAAP 6615**

The essential elements described in this **39 hours 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.

#### **Discussion forums**

Please read the Discussion Forum Expectations under Course Assignments as posted on Moodle.

Week One: June 4 to June 8

\*\* Week Two: June 11 to June 15 – **lite week**

Week Three: June 18 to June 22

\*\* Week Four: June 25 to June 29 – **lite week**

Week Five: July 9 to July 13

Summer Institute: July 16 to July 20