University of Victoria
Faculty of Education
Department of Educational Psychology & Leadership Studies

ED-D 522 A01 Skills and Practice for Counselling
September 2013 – April 2014
Wednesdays 12:30 – 3:20 p.m.
MacLaurin A326
(3.0 Units)

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Office Hours: By appointment

Calendar Description:
Provides basic counselling interventions with an emphasis on the therapeutic relationship. Extensive opportunity to role-play and to self-reflect on role as counsellor and issues related to boundaries and power. Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. Includes direct client contact under the supervision of a qualified professional with diverse client populations.

Required Texts
2. UVic Counselling Practicum Student Handbook
3. Assigned readings as determined by class needs (e.g., journal articles, websites)

Recommended Texts:
2. Pipher – Letters to a Young Therapist
Course Description:

**Fall Term**
The purpose of the first half of this course is to develop an understanding of the role of professional counsellors with an appreciation the history of the profession as well as a focus on current practice. Theoretical and hands-on approaches will give you an opportunity to articulate the philosophy of counselling as a helping profession. In addition, the course format will provide you with experience in practicing a variety of skills focused on Interpersonal Process Therapy (Teyber text), refining your ability to assess the effects of your interactions with clients, naming your style of counselling, identifying your strengths and challenges as a counsellor, and integrating your experience into your theoretical orientation.

**Informed Consent:** During the first semester, you will be working with a peer partner client from 522. Some self-disclosure may be necessary for work as a client, but students can choose to role play, if it provides enough material for the counsellor to work with. Students will have the opportunity to observe other students’ work as a counsellor and client through the group supervision process.

**Spring Term**
The purpose of the second half of the course is to serve as a forum for the discussion of issues, approaches, and techniques related to counselling practice. All students will be in their initial counselling field placements in various community schools and agencies. We will discuss the readings, share case presentations, see expert video demonstrations, and hear guest speakers. Each student will also meet with the instructor to discuss supervision, cases, issues, and process, as needed.

An overarching goal of the course is to provide students with the opportunity to learn about themselves as counsellors by using a group-based approach to consultation and learning. One of the main goals is to help students to bridge the gap between theory and practice in a way that is both meaningful and that translates into improvement in their counselling practice. The course will include both a lecture component and an experiential component (including group supervision) to help solidify students’ learning regarding the issues and topics covered.

**Course Objectives:**
By the end of the course students will be able to:

1. Demonstrate awareness of one's worldview and the manner in which meanings are made in relationships and begin to articulate a personal philosophy of life including values, motivation and biases; personal areas of strength, skills, resources, and supports and areas of weakness, skill deficits, and challenges with respect to their roles as counsellors.
2. Demonstrate an understanding of the history and philosophy of counselling as a helping profession and explain the role of professional counsellors and their relationships with other related professionals and understand the role of professional organizations (CCA and BCACC) including their mission, goals, and membership criteria.
3. Demonstrate a clear understanding of the Teyber Interpersonal Approach to counselling through Moodle posts and class discussions, and be able to translate this knowledge into practice during practice sessions and with clients. Students are expected to develop and demonstrate an in-depth foundation of the theory and practice of interpersonal counselling.
4. Critically evaluate their own behavioural, conceptual and interpersonal skills, and to translate these insights into concrete changes in counselling behaviours.
5. Conceptualize one counselling case linking client issue, client background, theory and choice of intervention articulating the link between theory and practice in counselling.

6. Facilitate client exploration of issues; provide comprehensive information about intervention process; collaborate to establish goals that are responsive to client needs; make referrals where appropriate; explore and select appropriate strategies and techniques with clients; implement intervention process and evaluate intervention outcomes; review results with clients.

7. Demonstrate awareness in areas of personal and professional growth as it relates to the experience of counsellor-in-training, such as developing and maintaining professional boundaries.

8. Make effective use of group supervision including preparation, self-reflection, and integration of supervision in working with clients.

9. Demonstrate awareness of social and cultural identity of self; recognize and acknowledge social and cultural diversity of clients and colleagues; demonstrate multicultural and other diversity counselling competencies (ie, social class, gender, sexual orientation, religion).

10. Identify and adhere to relevant ethical and legal standards, principles, and guidelines in counselling and consultation.

11. Encourage and support students to engage in their own personal counselling at UVic Counselling Services or in the community.

**Course Requirements and Evaluation:**

(Please note: Students with a disability who need to be accommodated in this class under university policy are responsible for bringing this to the attention of the instructor at the beginning of the course)

**Practicum Hour Requirements for 522 & 523**

**ED-D 522 Practicum Hours**

Altogether students are required to minimally complete 100 hours on-site for 522 (equivalent to one full day on-site). Of these 100 hours, 50 hours must consist of direct client contact hours (counselling with clients) typically broken down as follows, although some variation is negotiated with the 522 instructor depending on practicum site.

Direct Individual Counselling: minimum of 40 hours usually with individual clients. Co-counselling with a supervisor can be included in this number. For every 4 to 6 hours of counselling hours (sessions), students must receive one hour of supervision, typically from the same supervisor (individual or in pairs counts as individual supervision). Supervisors must complete a mid-term and final evaluation for each student.

Direct Group Counselling: minimum of 10 hours of co-facilitating counselling or psychoeducational groups with another experienced counsellor is required; pre- and post-group supervision meetings with supervisor are part of this process, and a written evaluation must be completed and sent to the 522 instructor upon completion of the group.

The additional 50 hours (non-clinical hours) of the 100 hours allows the student to gain supervised experience in the use of a variety of professional activities such as assessment instruments, technologies, print and multimedia, professional literature, and research. These non-clinical hours will include activities, such as supervision, client notes, session and supervision preparation; documentation (log books, learning plans, timesheets, portfolio development, journal writing); consultations; reviewing recordings; workshops; and meetings.
ED-D 522 Practicum Hour Requirements Summary:

Total of Direct Counselling hours (40 individual and 10 group) = 50 hours
Total of Indirect Non-clinical Service Hours (other on-site practicum activities) = 50 hours

TOTAL REQUIRED ON-SITE HOURS AT PRACTICUM for 522 = 100 hours

ED-D 523 Practicum Hours

To help you conceptualize the number of hours needed for degree completion, the following information provides the hours needed for ED-D 523, the second year practicum.

During 523, you are expected to accrue 400 hours at your practicum site (2 to 3 days per week). The 400 hour total is broken down as follows:

Direct Individual Counselling: minimum of 160 hours must involve individual, couple or family counselling. Co-counselling with a supervisor or other colleague can be included in this number.

Direct Group Counselling: minimum of 40 hours of facilitating counselling or psychoeducational groups is required.

The additional 200 hours allows the student to gain supervised experience in the use of a variety of professional activities such as assessment instruments, technologies, print and multimedia, professional literature, and research. This may also include session and supervision preparation; documentation (log books, learning plans, timesheets, portfolio development, journal writing); consultations; reviewing recordings; workshops; meetings.

ED-D 523 Practicum Hour Requirements Summary:

Total of Direct Counselling hours (160 individual and 40 group) = 200 hours
Total of Indirect Service hours (other on-site practicum activities) = 200 hours

TOTAL REQUIRED ON-SITE HOURS AT PRACTICUM = 400 hours

For 522, students will be evaluated in three general areas:

Skills-Based Criteria:

1) Ability to conceptualize a case integrating client background, presenting issues, theory, and choice of interventions from Teyber’s interpersonal process approach
2) Demonstrated abilities in the basic skills of advanced, accurate, and expressed empathy, active listening (including paraphrasing, clarifying, summarizing), and appropriate questioning which facilitates the achievement of the goals of counselling
3) Demonstrated ability to form a therapeutic alliance with a client
4) Make effective use of supervision including preparation, self-reflection, and integration of supervision in working with clients
5) Ability to help a “client” articulate concrete achievable goals in counselling
6) Apply effective counselling techniques and approaches to facilitate client exploration of issues, examination of alternate perspectives, and development of appropriate actions

Self-Reflective/Introspective Criteria:

1) Ability to demonstrate critical awareness of the areas in which they are competent and the areas in which they require new skills or further practice.
2) Demonstrate awareness of one’s worldview, the impact of personal attitudes and behaviours on others, and the manner in which meanings are made in relationships.
3) Demonstrated ability to integrate theory, practice, and self.

Ethical and Professional Attitudes & Behaviours:

1) All discussions related to individual people, including the instructor and other students, as well as clients, supervisors, and practicum sites ARE STRICTLY CONFIDENTIAL and are not to be discussed outside of class with other people.
2) Ability to engage with the course content, as well as with colleagues and instructors in an ethical and professional manner that acknowledges the simultaneous influence of behaviours, cognitions, emotions, and spirituality
3) Ability to deal with challenges and difficulties with other students, clients, professors, the program, and the university ethically and with integrity and professionalism. This means directly with the persons involved first and foremost. Other students are to be aware of issues such as triangulation and collusion, and not become involved in exacerbating the situation through gossip or similar negative behaviours
4) Students will learn more about and receive regular feedback about ethical and professional issues through supervision and class discussions. Every attempt will be made to facilitate student learning of themselves in relation to these issues through respectful and gentle feedback in supervision and discussion in class. Ongoing unresolved breaches, however, will result in a meeting with the instructor for explicit and direct feedback. Failure to act in accordance with ethical and professional guidelines and principles in ED-D 522 or in any practicum setting will likely result in disciplinary action, possible failure of the course and/or practicum, and could result in dismissal from the program.

Assignments to Evaluate the Above Criteria:

Each student will be able to access a copy of Practicum Handbook on Moodle, which contains descriptions of expected practicum activities, forms for you and your field supervisor(s), practicum logbook, time sheet, and other important handouts. Students are responsible for reading this syllabus and the course handbook thoroughly and bringing any questions or points of clarification to their instructor.
Fall Term (Sept to Dec 2013)

1. **Initial taped session** with a peer partner from class. Students are to review each taped session throughout the course, and to develop an ability to critically analyze their own work. A 1-2 page (single-spaced) written critique outlining your strengths and stretches is to be included. This first tape is to be retained as a baseline tape for review at the end of each semester, and to be integrated into the Moodle meta-analyses (Dec & Mar) (see #3 below). **DUE: Sept 2013**

2. **Weekly Taped Sessions & Clinical Supervision (DUE: Weekly throughout first semester)**
   The sessions will receive weekly group supervision/feedback. The written analysis should be 1-2 pages and focused on how your counselling is demonstrating your theoretical knowledge of Teyber’s interpersonal conceptualization and interventions, and what needs to be done to increase your competency with the model. Note: Showing tapes of your practice with a “client” during group supervision is required and is non-negotiable. In addition, the instructor or TA may require you to participate in individual supervision in which you show taped clips of your practice. Failure to bring in working taped sessions of your counselling sessions to either group or individual supervisions will result in disciplinary action after an initial verbal warning, including the possibility of an “incomplete” or failing grade for the course. All tapes, except for your baseline tape, are to be permanently deleted after being reviewed and supervised (within 1-2 weeks); the baseline tape will be deleted at the end of the course in April.

Fall and Spring Terms (Sept 2013 to Apr 2014)

3. **Weekly Moodle Journal Entries on Tebyer Readings and Two Final Meta-Analyses (DUE: Weekly posts throughout both semesters – Nov & March.)**
   Students will complete the journaling exercises from the textbook(s) and submit at least one original and thoughtful entry per week on the Moodle forum demonstrating a deep understanding of key concepts, as well as respond to at least two other entries (ie, a thread) commenting on other student’s entries in the same week. The purpose of these journal entries is to deeply engage with the text material and learn how to integrate theory, practice, and self. Ethical and professional interactions on the Moodle site are expected at all times (see #3 under Self-Reflective/Introspective Criteria). At the end of each semester’s readings, write a final meta-reflection by carefully re-read all Moodle posts/reflections that you have written (ie, focus on Interpersonal Therapy, your counselling practice, and your own reactions). Analyze the themes, comment on the content and process, and discuss your learnings for the semester. These analyses will be submitted to the instructor/TA only.

Spring Term (Jan to April 2014)

4. **Clinical Case Presentations (DUE: Two sessions between Jan and Mar 2014)**
   Each student will be responsible for leading two different 30-minute discussions regarding a client with whom they are working. For each case presentation, prepare a summary of the case that includes: a brief description of the client, the presenting problem, your analysis of the client’s difficulties, and questions or issues which you would like to address or discuss. Students are expected to drop a copy of their case in Moodle a minimum of **24 hours before the presentation** to the instructor and students in the class. Be sure to use a pseudonym and to disguise identifying features of the case, including workplace information, graduate student status and department, etc. Imagine if the written case was lost on campus – if someone could
figure out the client from the “clues” that you provide, then you have given too much identifying information. Additional confidential and relevant information can be provided verbally at time of presentation. A case conceptualize template can be found on Moodle.

The following guidelines are what we expect students to follow during case conferences:

- The purpose of the case conference is to raise interesting counselling issues and questions, to share ideas, difficulties, triumphs, and to assist each other to become more proficient counsellors.
- All students in the class are expected to read the case carefully BEFORE coming to class. This ensures that the time of the presentation is focused on issues, rather than reading.
- The presenter gives a brief functional analysis of the case or situation including any relevant demographic information (maximum of 10 minute overview – do NOT read case)
- Be clear about the aspect you wish to discuss and your goals—that is, what you want from the group and what kind of feedback would be most helpful.
- Observe standard counselling practice in responding to the individual that raised the question or case—be empathic and non-judgmental, show respect, be concrete, be immediate, and self-disclosing (if you are comfortable). Please avoid offering advice unless asked for it; instead, offer your perspective or ask a question.
- Observe strict confidentiality—about the case, what was discussed, and peer’s reactions. Everyone needs to feel free to raise a broad range of questions and concerns.

5. Practicum Portfolio (DUE: End of practicum)

The portfolio reflects your ability to set realistic goals for yourself and the ability to adjust those goals and select evidence accordingly. Key Criteria for Portfolio Assessment:

a) the content (what goes in), (b) the selection of the content to support goals across the three identified learning areas (knowledge, skills, and personal development), (c) demonstration of thoughtful reflection, (d) ability to personalize learning—e.g. to show how you have integrated your learning into your personal counselling style and theoretical orientation.

Most students find a three-ring binder useful for organizing their samples. The portfolio should include a title page, table of contents, and a brief introduction. You may want to include a Highlights Summary. At the end of your portfolio you may want to include a summary statement analyzing and evaluating your portfolio in relation to your learning plan goals. Additional sections of the portfolio may include key articles, workshop materials, training information, forms from the practicum site (with permission), advertising, etc. (see handbook)

Think about the purpose of your portfolio: To show your movement toward your goals as stated in your Learning Plan. Your portfolio will be useful in helping your supervisor evaluate you fairly. As well, the instructor can also see your progress in a concrete fashion. You have been at your practicum for at least 4 months and earlier achievements may have been forgotten. This is the time to show your ability to:

- organize a collection of relevant professional resources
- communicate your learning in writing
- deal with dissonance and contradiction
- take risks and accept challenges
- reflect critically and creatively and to plan
- process experience and to reflect on self as practitioner
• personalize experience and to take responsibility for your learning
• utilize unique approaches to tasks taking into consideration your style, the needs of clients, and needs of organization

The following are required components of your portfolio:

**Practicum Placement Description Form (DUE: Beginning of Practicum)**
This is a two-page description of your practicum site with all the pertinent details (please see handbook for form). A copy of this form is to be handed in to the instructor/practicum coordinator at the beginning of the practicum and the original is to be included in the portfolio.

**Practicum Learning Plan Goals (DUE: Beginning of Practicum)**
The Learning Plan is intended to be an ongoing process. It is expected that you will begin with a minimum of 3 detailed goals for each of the learning areas of knowledge, skills, and personal development. **Knowledge** defined as learning and understanding facts, concepts, theories, information, or ideas, particularly about Teyber’s interpersonal approach and about specific client populations (e.g., adults, adolescents) and clinical issues (e.g., trauma, depression). **Skills** defined as the ability, gained through practice, to do things well. **Personal development** defined as attitudes, values, biases, and habits that are uniquely your own. Be sure to clearly identify goals and strategies that you will use to accomplish goals and methods of measuring each goal you have set. You may continue to refine and develop goals as you progress through your practicum, but ensure that you have the original signed document in your portfolio. The Practicum Learning Plan is collaboratively developed with the instructor/TA/practicum coordinator through feedback on the goals and a revision process. This document is to be included in the Practicum Portfolio.

**Mid-term & Final Self and Supervisor Practicum Evaluations (DUE: Midway & End of Practicum)**
Students are required to include all mid-term and final practicum evaluations, including those completed by supervisor(s), self-evaluations, and group counselling evaluation letters.

**Practicum Final Report (DUE: End of Practicum)**
Students will write a 5-6 page Practicum Final Report about the specific aspects of their learning at their practicum site. This document should include an overall assessment of the student’s strengths and stretches, as well as future learning goals. This final report should include a 1-2 page table that specifically outlines: (a) primary clinical issues that you worked with (e.g., Major Depressive Disorder, Generalized Anxiety Disorder — or the non-DSM equivalents — divorced parents, sexual abuse (male), etc.), (b) the clinical populations and how many people for each (e.g., adults 10 (7 female; 3 male), families with children under 18 or 12 or whatever suits; children aged 2-8, 9-12, 13-18, and (c) and particular interventions or training that you received and/or provided (e.g., art therapy (drawings), play therapy (games & toys), sand therapy (sand tray). This document is to be included in the Practicum Portfolio.

**Practicum Daily Log Sheets (Numerical) and Bi-Weekly Log Sheets (Narrative) (DUE: Daily/Weekly Hours & Signatures)**
These forms are required for you to track your specific and detailed hours at your practicum site and in the classroom, including individual and group supervision (direct with tapes or live observation or co-counselling), consultation (indirect supervision without tape or live
These forms are to be included in the Practicum Portfolio and are only handed in with your portfolio. However, the daily log sheets where hours are tracked must be completed DAILY when on-site; do not wait to fill it in to ensure detailed accuracy. Failure to keep this record current and to have on-site supervisor(s) and the 522 instructor sign the form is considered unprofessional and unethical. Students are required to be careful, detailed, and honest in tracking their hours.

Course Policies:

Students must attend all classes and labs, and must attend required weekly practice counselling sessions as a client and counsellor outside of class hours. Attendance is a requirement of the Faculty of Graduate Studies and is essential for effective learning in the Counselling Psychology Graduate Program. Normally, missing more than one class or lab will result in withdrawal of the student, unless there are documented extenuating circumstances (e.g., death in family; serious illness). If the student must miss a class or lab for illness or family emergency, the instructor should be notified in advance and as soon as possible. In instances where the student has the flu or other contagious illness, they are to immediately contact the instructor and NOT attend class for the health of everyone; students are NOT to delegate this notification to another student to do. Students are expected to be on-time to each class and not to leave early except under extenuating circumstances. Arriving late or leaving early because of a work commitment, including practicum or practicum supervision, is not acceptable. Similarly, arriving late or leaving early due to transit issues (e.g., getting a ride, wanting to catch a particular bus, or trying to get the ferry) is also not acceptable.

If attendance issues (including arriving late or leaving early) arise, the instructor/TA will speak to the student directly, and then the matter will be directed to the Counselling Graduate Advisor (Dr. Tim Black) or EPLS Chair (Dr. John Anderson) for decision-making. It is each student’s responsibility to learn from peers what information, etc. was covered in the class and lab, then check with the instructor, and finally come fully prepared for the next class or lab.

APA Publication Style Manual (6th Edition) referencing and writing style is required for all academic course materials submitted by students. Failure to follow APA (6th Edition) style will result in deduction of marks for graded courses and return of the paper to the student for editing in non-graded courses. However, most writing in this course is either reflective or professional writing, and this is expected to maintain a level of professionalism in tone, choice of words, and overall engagement; students must demonstrate a deep understanding of the issues by synthesizing their learning.

Ethical and professional behaviour is expected at all times. It is expected that students will not be checking their phones, email, using the internet, or otherwise using technology in a way that distracts the student, the instructor, or others in the class. In general, phones and other forms of electronic communication and social media should be off and not checked during class time as a matter of courtesy and respect for others in the group.

Individual Personal Counselling: It is expected that students undertake their own personal counselling on their own accord during their graduate studies in the Counselling Psychology program. This is considered an important aspect of ethical practice that cannot be underestimated. This is to facilitate self-knowledge and personal growth, as well as to ensure that students’ own issues are not playing out with client, colleagues, or supervisors. This also allows students to fully experience the risks and benefits of engaging in counselling for personal issues. Students can access counselling services in many ways, many of which for free, paid by insurance plans, or at reduced rates for students, including
at UVic Counselling Services; agencies in the community; private practitioner in the community; or your own, your partner’s, or your parents Employee and Family Assistance Program. Please note that the student health plan pays for a limited amount of counselling with a private practitioner.

If it is evident that a student’s pattern of relating and their personal issues are interfering in their ability to be successful as a student and/or a counsellor, the instructor/TA will speak to them directly about the need for personal counselling. This is to ensure that neither the student nor client is harmed by the unexamined issues that may be playing out in the counselling or supervision process. Therefore, students who are not already accessing their own ongoing counselling are highly encouraged to begin as a critical component of personal and professional development.

**Grading**
This course is graded **Complete** or “**Incomplete**.” All assignments and tasks are to be completed to minimum level of “satisfactory” achievement, which is equivalent to a minimum B+ grade or higher in this class. Final grades on transcript will be one of the following: COM, INC, N or F (please refer to the Calendar 2013-2014 for full explanation of these symbols). University Graduate Grading Scale is found at the end of this document.

**Academic Integrity**
Students must abide by academic regulations as set out in the university calendar. They must observe standards of “scholarly integrity” especially regarding plagiarism and cheating. This is particularly important in the documentation of practicum hours on the daily log sheets.

**If You Have an Academic Problem or Concern**
Depending on the nature of the academic matter or concern, the order in which you would normally seek assistance or redress is:

1. Your instructor
2. Departmental Graduate Advisor for your area (Dr. Tim Black)
3. Departmental Chair (Dr. John Anderson)
4. Dean of the Faculty of Graduate Studies
5. The Senate

If the problem is related to a specific course, **the first person you should contact is the course instructor.** In addition, you may wish to consult the UVic Students' Society Ombudsperson, Martine Conway, who can be located at: SUB B205 (upstairs) phone: 250-721-8357, ombuddy@uvic.ca or www.uvss.uvic.ca/ombudsperson, Monday to Friday. You should not rally support by going to other faculty members to complain.
## Reading Schedule Fall 2013 & Winter 2014

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<td>2</td>
<td>September 11</td>
<td>Chapter 1: The Interpersonal Process Approach (1-24)</td>
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<td>September 18</td>
<td>Chapter 1: The Interpersonal Process Approach (24-43)</td>
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<td>Chapter 2: Establishing a Working Alliance (81-94)</td>
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<td>October 30</td>
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<td>November 20</td>
<td>Chapter 5: Helping Clients with their Feelings (204-231)</td>
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<td>Chapter 6: Familial and Developmental Factors</td>
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<td>Chapter 8: Relational Themes and Reparative Experiences</td>
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<td>Chapter 9: An Interpersonal Solution</td>
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