ED D 518: Advanced Seminar in Theories of Counselling Psychology
ED D 518 (A01) (1.5 Units)
Spring 2014
8:30 AM – 4:30 PM
Ceremonial Hall & FPH 160

Instructor: Roger John
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Office Hours: 30 minutes after class & available by phone or email
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Calendar Description
Contemporary theories and approaches to counselling and psychotherapy for individuals, couples, and families across the lifespan.

Working Description:
This course is designed to provide the graduate counseling psychology students in the Indigenous Communities Counselling Psychology (ICCP) program with an in-depth opportunity to explore mainstream theories of counseling and psychotherapy and Indigenous theories of helping. This course is also intended to assist students to begin developing their own personal theory of change in counselling, particularly for working with Indigenous clients, families and communities. This course will also provide an opportunity to explore and develop the foundations of Indigenous helping theory and practice. Central to the course will be the exploration of the strengths of Indigenous peoples and of the impacts of colonization on Indigenous peoples. Students will be asked to consider how their own worldviews, assumptions, experiences with colonization, values, social and cultural locations influence their approach to helping. We will take an emergent approach to theory, by first examining how we come to know what we know about human development, mental health, and change processes, with a specific focus on Indigenous peoples. The Corey textbook provides a reference for mainstream approaches and theories of counselling. The Duran book and assigned readings will provide one framework for Indigenous theories, approaches and concepts of well-being and helping.

The course will take the format of a graduate seminar and a learning circle, in which students are expected to attend all classes and arrive prepared, having read all assigned materials and having completed class assignments on time. Graduate counselling courses require students to demonstrate critical thinking in reference to course materials, lectures, and discussions as well as demonstrate respect for the views and opinions of colleagues and instructors. Students are expected to participate in the program in way that demonstrates personal investment and change within

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An Indigenous approach to learning based on the seven principles of the ICCP will be the foundation for the entire program.

7 Key Values & Principles
1. The Indigenous paradigm as central
2. The sacred and the spiritual dimension
3. The ancestral dimension
4. Stories, ceremony, culture, language and communal healing
5. The Earth and our relatives
6. The circle
7. Counselling vocation and practice

Course Objectives - In this course, students will:
1) Deepen their understanding of the four major mainstream movements in counselling and psychotherapy.
2) Initiate or deepen their understanding of the foundation of Indigenous models of well-being and how this well-being was affected by colonization.
3) Develop a critical awareness of how psychological theory reflects the cultural, social, and historical positioning from which it emerges.
4) Initiate a critical examination of the therapeutic process from within the framework of your own experiences, values, strengths and professional goals.
5) Consider through a critical, Indigenous lens, mainstream and Indigenous ethics of helping.
6) Critically examine and articulate the challenges and benefits of utilizing mainstream theories with Indigenous peoples.
7) Articulate your own philosophies/beliefs about the counselling process (i.e. making the implicit more explicit).

Text/Reading List


*Additional Readings will be assigned during the semester. You will be notified and provided with access to readings before the weekend of classes.

Course Format
The course will combine circles, lecture, guest speakers, and case analysis. Because community based courses tend to be very intensive, you are strongly encouraged to complete assigned readings before each weekend of classes.

Assessment, Assignments & Attendance

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Attendance:

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 will result in withdrawal of the student, unless there are extenuating circumstances. If you miss a class for illness or family emergency, the instructor should be notified as soon as possible. Marks may be taken off for missed classes. It is your responsibility to learn from peers what information, etc. was covered in the class and to come fully prepared for the next class.

Late assignments without extenuating circumstances or notice will have marks deducted. If extenuating circumstances occur (e.g. family/personal illness; severe work stress; community/cultural responsibilities) it is your responsibility to notify the instructor as soon as possible before due dates. A late assignment without explanation will be penalized by 5%/day.

10% Participation:

You are expected to attend all classes, participate in discussions, group work and experiential exercises. As an instructor, I know that some students are more comfortable demonstrating their participation through their engagement with written work – please notify me if you are such a student. However, finding and learning to utilize one’s voice is an important part of the graduate learning process and an important part of the profession.

20% Critical Reflection Papers: Four critical reflection mini-papers or statements based on at least one of the readings assigned for that weekend are to be submitted January 26th; February 9th; March 2nd and March 30th at the beginning of class. The paper is expected to be 1 – 2 pages long (double spaced) and can be written in the first person without using APA format. The goal of this assignment is to encourage students to complete at least one reading for each weekend for you to share your thoughts on particular parts of the reading or address thoughts, emotions or sensations that emerged as you engaged with the article. It cannot be just a review of the article. All submissions must include the student’s name; the date; the reading title (e.g., chapter 3).

Tips: You must demonstrate that you read the article/chapter, and that you thought about the content. For example, a statement such as “I found this article very interesting” would receive a fail, as it does not demonstrate to me that you actually read it. However, a statement such as “I found this article very interesting because it clarified confusion I had about how stress effects emotions. Specifically, the part on p. 4 where the author states…” would receive a passing grade.

35% Paper: Situating yourself as a psychotherapist to work in an Indigenous context

This assignment is due March 7th/2014 at 4:30 PM. The purpose of the assignment is explore and articulate your own ‘theoretical assumptions’ about people; the world around you and you understanding of the complexities (or straightforwardness) of providing psychotherapy to Indigenous peoples. Write an 8 - 10 (double spaced, not including title page or references) essay describing your current values and beliefs about people, helping, the strengths of Indigenous people, and the challenges that you hope to help Indigenous clients, families and communities address. The following list of questions/prompts can be used to guide you or structure your essay. The first five must be addressed; you can pick and choose which of the remainder to include.

- What influences have been significant in the development of your sense of who you are as a helper? (family, culture, society, etc.)
- How do factors such as your age, gender, cultural background, family stories, worldview, values, and beliefs influence your work as a counsellor?
- How do you feel change occurs in clients (is it primarily the clients, is it cognition, emotion, social, therapist-driven, client-driven, etc.)?
- What are the strengths of Indigenous people?
- What have been the greatest impacts of colonization on Indigenous peoples? On non-Indigenous peoples?

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• What is the most important thing to you about helping?
• What do you think is the most important part of counselling, and why?
• Why do clients come to counselling?
• What are the goals of counselling?
• Is there a metaphor for how you regard the therapeutic process/relationship?

The following can be used as prompts for thinking—not to be answered directly in the paper. Use the responses that come to you to deepen and clarify your writing. What does it say about you and your assumptions, to answer one way versus a different way?

• What is wrong with the world today is __________.
• What is right with the world today is __________.
• Most people have problems because ____________.
• Most peoples’ problems would be resolved by ____________.
• Human nature is basically ____________.

35% Final Paper

This assignment is due April 2nd/2014 at 4:30 PM. The purpose of the paper is to demonstrate an in-depth understanding of one or more related theoretical approaches to counselling and the benefits and challenges of utilizing these approaches for work with Indigenous peoples. I do not expect empirical evidence to support your argument as there is limited research on the application of mainstream therapy for psychotherapy with Indigenous peoples. However including articles, books, or reports that support your arguments in your references will improve your grade. I wish for you to explain how and why you feel a particular approach could be useful and for you to show that you also understand the challenges and benefits of utilizing a mainstream approach with Indigenous peoples. Clarity and presentation of your ideas is important. Please include a clear thesis statement, that is, one or two sentences that express the main idea in your essay. You should address the theory that you have chosen in a critical manner—that is, by raising questions, assessing both strengths and weaknesses. About 25% of the paper should focus on practical application of the theory/theories for psychotherapy with Indigenous peoples. You can place this all in one section, or use a case example to illustrate points throughout. Some example topics include: ‘Cognitive behavioral therapy for depression with Indigenous clients’; Narrative theory and Indigenous adolescents with addictions’; ‘Constructivist approaches for work with Residential School trauma’; ‘Attachment theory and parenting with adopted or fostered Indigenous children’; ‘marriage and family therapy with Indigenous peoples’, ‘Somatic Therapy with Indigenous clients, families or communities’.

A minimum of ten different references is expected, including at least two recent journal articles.

The paper would typically be about 12-15 pages (double-spaced), and must be written in APA style (see APA Publication Manual, 6th edition). Clarity of presentation is very important, and there are a number of factors that contribute to clarity: organization of paper, language use, phrasing, sentence length, spelling, and use of examples. I encourage/expect students to discuss your topic with me ahead of time, either on class breaks or by email by Feb 28th.

Class Schedules, Assignments & Reading List Schedule:

Weekend 1: January 23rd – 26th/2014

January 23rd/2014 – Introductions, Group Process and Course Overview

• Introductions, Establishing Group Process, The land, the people & Course Overview
  o Introductions

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o Course Overview
o (First Peoples) Housekeeping
o The 7 Principles of the ICCP? What do they mean to you?
o Group Process: Learning Circles, discussions circles and healing circles
o Visiting the land – Mystic Vale
o Who are the people of this land?
o What gifts do you bring to this group?
o Learning Skills

January 24th/2014 – Therapy is Ceremony; What is Native Science?
  • Ceremony and/or Therapy?
    o Duran Introduction & Chapter 3: The Healing/Therapeutic Circle
  • What is Native Science? What is Theory?
    o Readings:
      ▪ Corey – Chapters 1 (Required)
      ▪ Shawn Wilson, Research is Ceremony DVD
  • Closing Early and Preparation for the Feast

January 25th/2014 - Ethics and the well-being of Indigenous peoples
  • Readings:
    o Corey – Chapter 3 (Recommended)
    o CCPA Code of Ethics (Recommended)
  • The Mental Health of Indigenous Peoples in Canada
    o Readings:

January 26th/2014 - The Psychoanalysts – Freud and Jung
  • Readings:
    o Corey – Chapters 4 & 5 (Recommended)
  • Learning Skills
  • Closing Circle: How will you sustain yourselves and your families over the next month? How can you help each other?
  • Closing & Prayer

Weekend 2: February 8th – 9th/2014

Feb 8th/2014 -The Humanist/Existential Movement

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• Circle: Check-In
• Readings:
  o Corey - Chapter 7 Person-Centered Therapy (Required)
  o What is the value of PCP for working with Indigenous peoples?

Feb 9th/2014 – Process Experiential Therapy
• Readings:
  o Corey – Chapters 6 & 8 (Recommended)

Weekend 3: March 1st – 2nd/2014

March 1st/2014 Cognitive Behavioral Therapy
  o What is the role of Cognitive Behavioral Therapy with Indigenous peoples?
  o Readings:
    ▪ Corey Chapter 10 (Required)
    ▪ Video Presentation: Eduardo Duran and Maria Shoot (2007) – Available on Uvic library website

March 2nd/2014 - Reality Therapy and Tsawalk
  o Readings:
    ▪ Corey Chapter 11 (Required)

Weekend 4: March 29th – 30th/2014

March 29th/2014 – Postmodern Approaches – Social Constructionism & Family Systems
• Readings:
  o Corey – Chapter 13

March 30th/2014 - Family Systems Therapy and Your Model of Psychotherapy
• Readings:
  o Corey Chapter 14
  o Video: Hollow Water
• Developing your own Theory of psychotherapy
  o What are your key values for psychotherapy?
  o Are there components of the approaches we’ve discussed that resonate with you?
  o What will you bring into your work from this class?
  o Are there approaches you would like to learn more about?

Academic Integrity

* This syllabus is subject to approval by the Director of Educational Psychology and Leadership Studies
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.

Copyright Statement
Fair Dealing Exception Copyright Statement: http://www.uvic.ca/copyright/resources/faculty/guides/index.php

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Percentage For Instructor Use Only *</th>
<th>Description</th>
<th>Achievement of Assignment Objectives</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90-100</td>
<td>Exceptional Work</td>
<td>Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85-89</td>
<td>Outstanding Work</td>
<td>Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80-84</td>
<td>Excellent Work</td>
<td>Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77-79</td>
<td>Very good work</td>
<td>Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.</td>
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<tr>
<td>B</td>
<td>5</td>
<td>73-76</td>
<td>Acceptable work that fulfills the expectations of the course</td>
<td>Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.</td>
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<tr>
<td>B-</td>
<td>4</td>
<td>70-72</td>
<td>Unacceptable work revealing some deficiencies in knowledge, understanding or techniques</td>
<td>Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.</td>
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<tr>
<td>C+</td>
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<td>50-59</td>
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<tr>
<td>F</td>
<td>0</td>
<td>0-49</td>
<td>Failing grade</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements.</td>
</tr>
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Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies.

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Studies is approved by the Dean. Some academic units may employ a percentage system for evaluating student’s work.

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<th>Other Failing or Temporary Grades</th>
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* These percentage ranges are standardized and will be used by all instructors in determining letter grades effective May 2012.

The percentage is not recorded on the student academic record or displayed on the student official transcript; the official 9 point grading system and letter grades are displayed on the academic record and official transcript. The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.

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