University of Victoria
Faculty of Education
Department of Educational Psychology & Leadership Studies
Indigenous Communities 2014-16 Counselling Program

ED-D 522 A02 Skills and Practice for Counselling
September 2014 – April 2015
1 Weekend/Month
FPH 160
(3.0 Units)

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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.

Course Description
This course will help students to develop their personal framework of helping and counselling using their personal experiences, their expectations and mainstream and Indigenous/Indigenist theories/concepts of helping and healing. From this vantage point, student will establish a foundation to move into an experiential, hands-on, and participatory learning of helping and counselling. Students will work cooperatively as a group to generate their own knowledge regarding helping and counselling skills in Indigenous communities. Students will have opportunities during practicum to share learning experiences and support and learn from one another.

- For the purposes of the ICCP, Indigenist refers to a theoretical, personal, professional, ethical, and cultural framework that allows non-Indigenous students and practitioners to practice and study in Indigenous contexts without appropriating Indigenous knowledge.

Seven Principles of Indigenous Communities Counselling Psychology
Dr. Larry Emerson worked with the Indigenous Communities Counselling Advisory Committee to develop the seven principles that permeate the program’s curriculum and delivery model. We call them
“emerging” to remind us that they are not static; they will be expanded and transformed as the program unfolds. The principles will be integrated into every course and activity in the program:

- Indigenous paradigm is central.
- The sacred and the spiritual dimension
- The ancestral dimension
- Stories, ceremony, culture, language, and communal healing
- The earth and our relatives
- The circle
- The vocation and practice of professional helping

**Course Objectives**

Students will be prepared to meet the requirements of practicum for EPLS; be prepared to meet requirements for certification post-degree and students will also be prepared to provide therapy effectively and ethically in Indigenous contexts.

**Course Objectives**

The purpose of this class is to help students:

- To explore Indigenous issues in helping and counselling.
- To explore the impacts of colonization as it relates to helping and counselling in an Indigenous context.
- To begin exploring their concepts of well-being through an Indigenous or Indigenist lens.
- To explore and develop Indigenous methodologies and pedagogies as it relates to helping and counselling.
- To begin the process of generating their own understandings of the course through a “literacy of helping” individual portfolio and a group-created understanding of the course.

By the end of the course students are expected to be able to:

- 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.
- 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 (CCPA and BCACC) including their mission, goals, and membership criteria.
- Begin developing their own approach to counselling, using mainstream and Indigenous/Indigenist languages of theories and practice.
- Critically evaluate their own behavioural, conceptual and interpersonal skills, and to translate these insights into concrete changes in counselling behaviours.
- Conceptualize one counselling case linking client issue, client background, theory and choice of intervention articulating the link between theory and practice in counselling. 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.
- Demonstrate awareness in areas of personal and professional growth as it relates to the experience of counsellor-in-training.
• Make effective use of group supervision including preparation, self-reflection, and integration of supervision in working with clients.
• 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 (i.e., social class, gender, sexual orientation, religion).
• Identify and adhere to relevant ethical and legal standards, principles, and guidelines in counselling and consultation.

**Ethical and Professional Behaviour**

Graduate students in the Department of Educational Psychology and Leadership Studies are expected to adhere to a professional and ethical code of conduct for the basis of their relationships with peers, faculty and for any children/adolescents for whom they may provide services. Students will be subject to the provisions of the ethical guidelines of UVic, the CCPA, EPLS and their respective professions. Students may be required to withdraw from a course or program when ethical, medical, or other reasons interfere with satisfactory practice in their respective professions.

**Requests for Accommodation – due to personal affliction or learning disability**

If a student has a personal affliction, medical condition, family, cultural, learning disability or spiritual matter that will interfere with their ability to complete assignments and to be in class, they may make requests for accommodation with the instructor. Depending on the nature of the issue, students may be required to seek documentation through UVic Counselling Services, the Resource Centre for Students with a Disability or Health Services. Attendance in intensive graduate classes is crucial; there is more flexibility with assignments than attendance recognizing, that illness and family situations may require absence. Making a request does not mean automatic accommodation either with UVic services or the instructor.

**The Writing Centre (TWC)**

*Learning Commons,*
*McPherson Library*
*Phone: 250-853-3675*
*Web: [ltc.uvic.ca/servicesprograms/twc.php](http://ltc.uvic.ca/servicesprograms/twc.php)*

TWC supports all UVic graduate and undergraduate students with writing in English. Our tutors are experienced writers trained to assist students with all aspects of academic writing (pre-writing, revision, thesis construction, grant applications, and so on). In order to help students develop these skills, tutors do not edit or proofread papers. Instead, TWC focuses on the writer not the writing. We provide one-on-one tutorials and workshops that address common issues in academic writing.

**Required Texts**

3. Assigned readings as determined by class needs (e.g., journal articles, websites)
**Recommended Texts**


**Websites of interest**


**Course Format**

This is a 3.0 Unit course consisting of a pre-practicum seminar followed by practicum supervision. The course is divided into Fall Term and Spring Term and this outline is will follow reflect this structure.

**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 2014-2015 for full explanation of these symbols). University Graduate Grading Scale is found at the end of this document.

**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 for 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 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 peer partner clients and observers. 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 also have the opportunity to observe other students’ work as a counsellor and client through the group supervision process. All content of all sessions is to be treated as confidential by students and the instructor. This also applies to self-reflection material in papers except as it relates to evaluation of your ability to counsel.

**Spring Term**

The purpose of classes in 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 communities, organizations, 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.
ED-D 522 Practicum Hours

Altogether students are required to minimally complete 100 hours on-site for 522. 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

Assessment & Evaluation

For 522, students will be evaluated in four 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 or issues, examination of alternative 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.

Skills, Knowledge and Behaviours for Counseling in Indigenous contexts

1) Demonstrate capacity to recognize the impacts of colonization when providing psychotherapy with Indigenous clients, families, communities and organizations.
2) Demonstrations of respect for protocol, culture, impact of acculturation, and spirituality when working in Indigenous contexts.
3) Demonstrations of ability to recognize within oneself and address any preconceptions, about providing psychotherapy to Indigenous peoples.
Assignments to Evaluate the Above Criteria:

Winter Term Assignments

1. Initial taped session with a peer partner from class or a community volunteer: Students will record an initial 50 minute session with a peer or community volunteer to utilize as a baseline tape. Students will review their session, transcribe a 5 minute segment and critically analyze their own work. Students will submit this recording to the instructor along with a 2 - 4 page (double-spaced) written critique outlining your strengths and stretches. This first recording is to be retained as a baseline recording for review at the end of each semester. **DUE: Oct 5th/2014.**

2. Final taped 50 minute session with a peer partner from class or a community volunteer: Students will submit a final recorded session that they may have an opportunity to review a section of with the instructor and possibly peers. The purpose of this recorded session is to provide the student with an opportunity to reflect on areas of improvement, areas of strength and areas that need further work. Building on the outline for their baseline tape, students will submit a session overview in which they reflect on how they see their theoretical stance developing, e.g. are their particular theoretical stances whose philosophy and techniques resonate with them? Are there particular clients or issues they gain vitality from working with? Students will be asked to identify 3 key points in their recording and to transcribe the segments with these three key points. The transcription should consist of no more than 10 minutes of the session. These can be points of strength, where you felt you did something right, where you saw shift in your client or a stretch, an area you wish to improve upon. The maximum length of your review is 5 pages. The transcription of course will be longer.

3. It is strongly recommended that you review significant practice therapy sessions (recorded or unrecorded) and to complete some form of analysis/reflection on each session. You have the responsibility of developing a reflexive process that works best for you. This self-monitoring is a critical part of development of your skills and will contribute to your ability to complete an excellent integration paper and to develop a foundation for your counselling style. You may wish to utilize notes on your computer in a folder or a separate journal type book. These will not be reviewed by the instructor. Treat all notes and journals containing session details as confidential. It is strongly recommended that you remove identifying information from these session notes.

4. You are expected to keep a personal learning journal throughout the course. This means brief descriptions of significant learnings and reflections. These are crucial; in this way, you gather data of your learning process for the final integrating paper. Journals will be viewed periodically by the instructor.

5. Final Integration paper. This is a self-reflective paper in which you have the opportunity to summarize what you have learned about yourself as a counsellor in terms of styles and theoretical framework, areas to improve upon, areas you are excited to explore, how you either have already or plan to put into practice all of your learning edges as you enter into your practicum, naming of burning questions you continue to feel. **Papers should be no longer than 10 pages, double spaced. Due: Dec 5th 2014.**

Spring Term (Jan 2015 to Apr 2015)

1. **Bi-weekly CourseSpaces Journal Entries on the application of the course readings to your practicum sessions.** Students will submit at least one original and thoughtful entry every second week on the ED D522 CourseSpaces forum demonstrating a practical understanding and application of key
concepts from Teyber to their practicum sessions. The purpose of these journal entries is to encourage engagement with the text material and learn how to integrate theory, practice, and self. All students are encouraged to view each other’s submission and provide feedback and engagement. Ethical and professional interactions on the CourseSpaces site are expected at all times (see #3 under Self-Reflective/Introspective Criteria).

2. **Experiential Learning:** Case Sharing, discussion & feedback. Ongoing, either on CourseSpaces or in class, students will be expected to share practicum experiences and to engage with and support their peers. This is a key learning environment and experience and ethical and professional behaviours are expected at all times. It is understood that all discussions in these exercises are treated as confidential.

3. **Online Submission of 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 observation). 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.

4. **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 CourseSpaces for form). A copy of this form is to be submitted to the instructor via CourseSpaces at the beginning of the practicum and the original is to be included in the portfolio.

5. **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, personal development and Indigenous contexts. **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. **Indigenous contexts** defined as obtaining or processing the skills, knowledge and behaviours to work effectively in Indigenous contexts. 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.

6. **Mid-term & Final Self and Supervisor Practicum Evaluations (DUE: Midway & End of Practicum)** Students are required to submit mid-term and final practicum evaluations.
7. **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.

8. **Clinical Case Presentation (DUE: Feb and Mar 2015)**

Each student will be responsible for leading a 30-minute discussion regarding a client with whom they have worked in practicum. 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 submit a copy of their case on CourseSpaces 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. The requirements of protecting confidentiality that you have for this file are those for a client – be very careful with this information. Additional confidential and relevant information can be provided verbally at time of presentation. A case conceptualization template will be provided on CourseSpaces. Students may choose to present in the February or March weekend classes. No session or client prior to practicum beginning may be used. No recordings, audio or digital required. Students will let the instructor know which weekend they wish to make their presentation. There will be 3 spots available for presentation on each day of those two weekends.

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 is presenting or that has asked a question—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. There should be no discussion of cases presented outside of class with anyone who is not a classmate.**
### Proposed Class Content

This proposed content grid follows a basic developmental sequence based on our experience of what students in this program generally encounter in their first courses. While acknowledging the importance of content presented here, we are also emphasizing that attention be paid to process, as well.

We intend to cover many of the following areas:

<table>
<thead>
<tr>
<th>Proposed Content</th>
<th>Proposed Content</th>
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<tbody>
<tr>
<td>• The counselling relationship</td>
<td>• Structuring sessions</td>
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<tr>
<td>• Story and re-storying</td>
<td>• Who you are as a counsellor</td>
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<td>• Self-as-counsellor mapping</td>
<td>• Boundaries</td>
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<td>• Building relationships</td>
<td>• Time-lines</td>
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<tr>
<td>• Assessment of problems and issues</td>
<td>• Working with metaphors</td>
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<td>• Clarifying and reflecting meaning</td>
<td>• Challenging</td>
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<td>• Helping clients set realistic goals</td>
<td>• Summarizing</td>
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<td>• Coaching</td>
<td>• Narrative therapy</td>
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<td>• Illuminating choice points</td>
<td>• Action plans</td>
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<tr>
<td>• Constructivism and meaning-making</td>
<td>• Parallel process</td>
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<tr>
<td>• Action strategies and interventions</td>
<td>• Goals and interventions</td>
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<tr>
<td>• Defining strategies and selecting interventions</td>
<td>• Review of initial sessions, openings and closings. Crisis intervention.</td>
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<tr>
<td>• Containment and expression of affect</td>
<td>• Counsellor self-care</td>
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<tr>
<td>• Suicide assessment and intervention</td>
<td>• Systems interventions</td>
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<tr>
<td>• Working with core identify and self-esteem</td>
<td>• Cognitive interventions, A-B-C-D-E analysis</td>
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<tr>
<td>• Accessing and working with feelings</td>
<td>• Case Management</td>
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Each student will be able to access a copy of Practicum forms and other necessary information on CourseSpaces. **Students are responsible familiarizing themselves with this syllabus and any provided forms and bringing any questions or points of clarification to their instructor or the practicum coordinator.**

*Recording of sessions:* Students will be required to use flashdrives for submitting digitally recorded sessions. With the availability of strict audio or audiovideo recording on laptops, digital recordings will be the easiest for students and instructor to store. Please find a way to clearly label your flashdrive and only have recordings of your sessions on the flashdrive. Digital recordings are also easier to review and to find key transition points. Students may also borrow cameras from the Maclaurin loan centre (MAC D209) or use the dedicated recording studios on the 4th floor, MAC A420, A426 & A428.

### Practicum Portfolio

It is strongly recommended that students keep a portfolio of their practicum experience. This portfolio will not be graded, but it will help you to prepare for 523 and to track your progress towards meeting CCPA certification standards. **The ICCP Academic Advisor will be asking to see your portfolio prior to beginning 523.** The portfolio should include completed copies of:

- Practicum Placement Description Form
- Bi-Weekly Log Sheets
- Daily Log Sheets
• Completed Evaluation Forms: Mid-term and final Self and Supervisor Practicum Evaluations
• Your Practicum Final Report

You may also wish to include other items from your practicum placement, such as:
• Brochures
• pictures (not of clients),
• Your Learning Plan
• referral sources
• artwork
• personal reflections

Most students find a 3 ring binder useful for organization of the portfolio. The portfolio reflects your ability recognize the context that you are working in, your ability be intentional and reflexive in your approach to your practicum and reflexive, your ability to set realistic goals for yourself and the ability to adjust those goals and select evidence accordingly.

You may wish to organize content in a way that reflects your goals from the four identified learning areas: Skills; Self-reflection; Ethical & Professional Behaviours and Counselling in Indigenous contexts.

Additional sections of the portfolio may include key articles, workshop materials, training information, forms from the practicum site (with permission), advertising, etc. You have been at your practicum for at least 4 months and earlier achievements may have been forgotten. This is the time to practice your skills 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.

Course Policies and General Expectations

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. Please text or phone one of your classmates to notify the instructor in case email is not possible. Missed classes can have negative effects on your evaluation. 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 and be prepared to complete a make-up assignment.
APA Style:
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 students are 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.

Professionalism in class:
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. If someone needs to keep their phone on for family matters or work matters, please notify the instructor and your classmates. Consider this practice for being in session.

Individual Personal Counselling:
Students are encouraged to 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. Personal counselling facilitates self-knowledge and personal growth and ensures 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.

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.

The consequences of plagiarism range from a failing grade for an assignment or course to disciplinary probation or possible expulsion. See UVic’s policy on Academic Integrity for more information about possible consequences of plagiarism and other forms of cheating. UVic’s Learning and Teaching Centre hosts a useful resource:

http://www.ltc.uvic.ca/initiatives/integrity/
Plagiarism
A student commits plagiarism when he or she:
- submits the work of another person in whole or in part as original work
- gives inadequate attribution to an author or creator whose work is incorporated into the student’s work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual’s work
- paraphrases material from a source without sufficient acknowledgement as described above
- The university reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers and other work.

Multiple Submissions
Multiple submission is the resubmission of work by a student that has been used in identical or similar form to fulfill any academic requirement at UVic or another institution. Students who do so without prior permission from their instructor are subject to penalty.

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

Course Experience Survey (CES)
Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about your learning experiences during the course.
### Schedule Fall 2014 & Spring 2015

Subject to change with notice

<table>
<thead>
<tr>
<th>Weekend#</th>
<th>Dates</th>
<th>Readings and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Oct 4(^{th}) &amp; 5(^{th})</td>
<td>The Interpersonal Process Approach Ch 1 Teyber – the Interpersonal Process Approach; Ch 2 – Establishing a Working Alliance; Ch 3 Honouring the Client’s Resistance, Ch 4 an Internal Focus for Change Practicum Preparation. Counselling in Indigenous Contexts.</td>
</tr>
<tr>
<td>3</td>
<td>Nov 1(^{st}) &amp; 2(^{nd})</td>
<td>The Interpersonal Process Approach, Ch 5 Helping Clients with their feelings; Ch 6: Familial and Developmental Factors; Ch 7 – Inflexible Interpersonal Coping; Ch 8 – Relational Themes &amp; Reparative Experiences; Ch 9 – an interpersonal solution. Baseline Recording Due. Counselling in Indigenous Contexts. Practicum Preparation.</td>
</tr>
<tr>
<td>4</td>
<td>Dec 6(^{th})</td>
<td>Practicum Preparation – Ch 10: Working Through &amp; Termination</td>
</tr>
</tbody>
</table>

### January - April Term 2015 (Dates)

Practicum Ongoing

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Reading &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td></td>
<td>Bi-Weekly Journal Entries on CourseSpaces</td>
</tr>
<tr>
<td>Ongoing</td>
<td></td>
<td>Experiential Learning – Dyads/Tryads Skills</td>
</tr>
<tr>
<td>Ongoing</td>
<td></td>
<td>Submission of Daily Log Sheets (numerical) to Database</td>
</tr>
<tr>
<td>Ongoing</td>
<td></td>
<td>Submission of Bi-weekly log sheets (narrative) – to database</td>
</tr>
<tr>
<td>1</td>
<td>January 10(^{th})/11(^{th})</td>
<td>Teyber, Group Consultation, Group Supervision, Skills</td>
</tr>
<tr>
<td>2</td>
<td>Feb 14(^{th})/15(^{th})</td>
<td>Teyber, Group Supervisions, Individual supervision – Clinical Case Presentations</td>
</tr>
<tr>
<td>3</td>
<td>March 14(^{th})/15(^{th})</td>
<td>Teyber, Group Supervision, Individual supervision Clinical Case Presentations</td>
</tr>
<tr>
<td>4</td>
<td>April</td>
<td>End of Practicum – Portfolio Completed</td>
</tr>
</tbody>
</table>
### Graduate Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grade Point Value</th>
<th>Percentage*</th>
<th>Description</th>
<th>Achievement of Assignment Objectives</th>
</tr>
</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>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73-76</td>
<td>Acceptable Work</td>
<td>Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70-72</td>
<td>Unacceptable Work</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>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65-69</td>
<td>Advanced Plausible</td>
<td>Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60-64</td>
<td>Acceptable Work</td>
<td>Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50-59</td>
<td>Failing Grade</td>
<td>Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.</td>
</tr>
</tbody>
</table>

#### Other Failing or Temporary Grades

| N      | 0                 | 0-49        | Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final. |
| COM    | N/A               | N/A         | Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings. |
| INC    | N/A               | N/A         | Incomplete (requires "Request for Extension of Grade" form). Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean's permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term. |
| INP    | N/A               | N/A         | In Progress. Used only for work terms; dissertations; theses; projects; comprehensive examinations and seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings). In the case of work terms, a final grade must replace INP within two months of the end of term. For dissertations, theses, designated seminars, projects and comprehensive, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grades will be N. |
| N/X    | Excluded Grade    | N/A         | Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages. |
| F/X    | Excluded Grade    | N/A         | Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages. |
| CIC    | N/A               | N/A         | Co-op Interrupted Course. Temporary grade. See "General Regulations: Graduate Co-op", page 33. |
| WE     | N/A               | N/A         | Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript. |

*The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.