

COUNSELLING STRATEGIES and INTERVENTIONS EDUC 5583

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COURSE DESCRIPTION

The purpose of this course is to examine the theoretical basis of selective counselling strategies and to provide training in the use of these strategies.

RATIONALE

This course presupposes an understanding and knowledge of counselling theories and counselling relationships. Facilitative skills and conditions are the basic building blocks of counselling relationships. Once these building blocks are in place strategies can be an important addition to the counsellor's repertoire of ways to respond to people in need.

This course is based on the premise that most counsellors/therapists use a number of strategies regardless of theoretical orientation. Counsellors can use the empty chair technique without being committed to Gestalt Therapy and they can use systematic desensitization without being a committed behaviourist. In actual practice many counsellors/therapists are integrative not only in theory but in technique as well.

COURSE FORMAT

- Required readings to be completed prior to each class
- Lecture on the strategy introduced during class
- Modelling of this strategy
- Practice of this strategy
- Coaching and feedback
- Discussion
- Video-taping

For the practice of the strategies, class members will work in pairs and triads. The counselling issue, concern or question addressed may be real or imagined. Any disclosure of a personal nature should be treated with respect and confidentiality should be assured to the individuals concerned. A class atmosphere of safety and trust is requested and encouraged. While there may

be some therapeutic gain in practising the strategies, the point of the practice in class is to learn the strategies.

ETHICS

Counselling strategies can be a powerful means of helping people and must be used appropriately. Professional and ethical conduct demand that the strategies be explained to clients and their permission sought to proceed. Ethical considerations of the strategies will be discussed in class.

If you are a student with a documented disability who anticipates needing accommodations in this class, please inform me after you meet with Jill Davies or Suzanne Robicheau in Disability/ Access Services in the Student Resource Centre, lower floor of the old SUB.
jill.davies@acadiiau.ca 585-1127 or suzanne.robicheau@acadiiau.ca 585-1913.

STRATEGIES AND READINGS

While there are dozens of counselling strategies, the ones selected for this course have met certain criteria. They are commonly used in counselling/therapy settings and they are theoretically grounded, time-tested and ethically acceptable. Readings include texts that provide an overview of the history and theory of the strategy along with a discussion of the actual procedure.

TEXTS

Required

Hackney, H.L. & Cormier, L.S. (2009). *The professional counsellor*. Sixth Edition. Toronto: Pearson. (Chapters 8, 9, 10 & 11)

Erford, BT, Eaves, SH, Bryant, BM, Young, KA. (2010) *35 Techniques every counsellor should know*. Toronto: Pearson.

Recommended

Bourne, E. (2005). *The anxiety and phobia workbook*. Fourth Edition. Oakland, CA: New Harbinger.

The instructor will provide lectures and demonstrations for the strategies highlighted in bold.

INTERVENTIONS FRAMEWORK

Adaptive Strategies Multimodal Therapy

AFFECTIVE INTERVENTIONS

Hackey, H. & Cormier, S. *The professional counsellor*. (2009). Toronto: Pearson, Chapter 8.

Erford, B.T. (2010) *35 Techniques every counsellor should know*. Toronto: Pearson. (Section 3, Chapters 11, 12, 13, Section 5, Chapter 18)

Empty Chair Guided Imagery

COGNITIVE INTERVENTIONS

Hackey, H. & Cormier, L. *The professional counsellor*. (2009). Toronto: Pearson, Chapter 9.

Erford, B.T. (2010) *35 Techniques every counsellor should know*. Toronto: Pearson. (Section 5, Chapters 17, 19, 20, 21, Section 8, Chapters 30, 31)

ABCDE

Daily Mood Log Cognitive Restructuring Transactional Analysis

BEHAVIOURAL INTERVENTIONS

Hackey, H. & Cormier, S. *The professional counsellor*. (2009). Toronto: Pearson, Chapter 10.

Erford, B.T. (2010) *35 Techniques every counsellor should know*. Toronto: Pearson. (Section 8, Chapters 32, 33, 34, 35)

Relaxation Strategies Systematic Desensitization

SYSTEMIC INTERVENTIONS/OTHER

Hackey, H. & Cormier, L. *The professional counsellor*. (2009). Toronto: Pearson, Chapter 11.

Erford, B.T. (2010) *35 Techniques every counsellor should know*. Toronto: Pearson.(section 1, Chapters 1, 2, 3, 4)

Interpersonal Coping Strategies **Brief Solution Focussed Strategies**

ASSIGNMENTS AND EVALUATION

A contract grading system will be used in this course.

A “**B**” will be the result of satisfactory completion of the following:

Attendance and participation are of the utmost importance. Much of the learning takes place in class. If, for an exceptional reason, a class must be missed the instructor should be informed in advance. Nine hours of missed class will result in an Incomplete for the course.

Plus, a twenty minute demonstration with another student of a strategy not covered in the course outline. The strategy may be from the texts or additional readings. It should be of practical value for you and others.

A “**B+**” will include the above requirements plus satisfactory completion of the following:

A synopsis of the counselling strategies covered by the instructor, including its history, major theoretical components, as well as a description of the procedure implementing this strategy. A short personal reaction addressing the question, "if and when" you would use the strategy should be included. The folder, essentially a summary of the course, should prove valuable as a future reference. It is due no later than one week after the last class.

An “**A-**” grade will be the result of the previously noted requirements plus:

One video (CD, DVD) tape demonstrating the use of one of the strategies covered in class by the instructor. One of the three categories (Affective, Cognitive, Behavioural) needs to be represented. The tape is due no later than one week following the last class.

An “**A**” grade will be the result of the previously noted requirements plus:

A written critical evaluation of the strengths and limitations of the taped strategy.

Criteria: proficiency of demonstration of actual procedure, insights into strengths and limitations of demonstration

JOURNALS Included among the relevant journals for this course are:

American Psychologist
 Behaviour Change
 Behaviour Therapy
 Canadian Journal of Counselling
 Canadian Journal of Psychology
 Canadian Psychology
 Counselling Psychologist
 Counsellor Education and Supervision
 Elementary School Guidance and Counselling
 Imagination, Cognition and Personality
 Journal of Applied Behaviour Analysis
 Journal of Applied Psychology
 Journal of Behaviour Therapy and Experimental Psychiatry
 Journal of Counselling and Development
 Journal of Counselling Psychology
 Journal of Consulting and Clinical Psychology
 Journal of Mental Health Counselling
 Journal of Psychology and Theology
 School Counselling

CLASS SCHEDULE

October 21	Adaptive Strategies
October 22	Affective Interventions
October 28	Affective Interventions
October 29	Affective Interventions
November 4	Cognitive Interventions
November 5	Cognitive Interventions
November 11	Cognitive Interventions

November 12	Behavioural Interventions
November 18	Behavioural Interventions
November 19	Behavioural Interventions
November 25	Systemic Interventions
November 26	Brief Solution Focussed Strategies