



BRANDON UNIVERSITY

Faculty of Education Graduate Studies Program

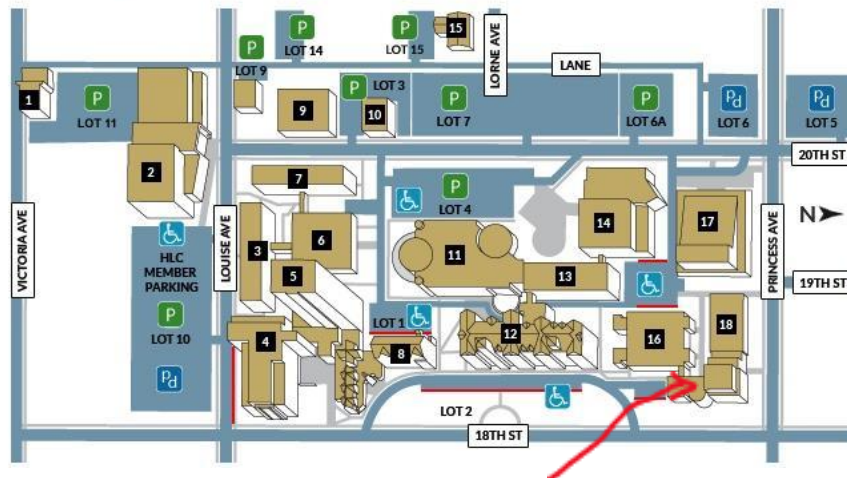
04:704 COUNSELLING INTERVENTIONS

Regular/ 2023-24/ Term 2

Jan 13th & 14th, Jan 27th & 28th, and Feb 10th & 11th, 9:00 am to 4:00 pm
(Alternate dates, if required, Feb 24th & 25th)

This course will take place in the Health Studies Building at Brandon University

Campus Map



Access to the building on the weekend will be through the South Entrance by Parking Lot 2

Our Classrooms will be: HSB 043 & HSB Counselling Observation Rooms

Instructor: Chris Brown, B.A., B.Ed., M.Ed. (Inclusive Ed.) M.Ed. (Counselling), PhD (Educational Psychology), CCC

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Email: brownc@brandonu.ca

Moodle Enrolment Key
[Interventions2024](#)

Course Description

This course will integrate the application of counselling theory, ethical decision-making, and fundamental counselling skills to applied counselling interventions. Students will develop skills to implement empirically supported counselling therapies (e.g., cognitive behavioural therapy, dialectical behavioural therapy, acceptance and commitment therapy, mindfulness-based stress reduction) used in the helping profession.

A specific focus of the course includes understanding the impact of trauma and learning basic trauma-informed approaches that foster resilience. In learning about the treatment and care for those with mental health concerns, students will develop skills to promote mental health literacy and positive youth development.

Prerequisite: 04:708, 04:709 and 04:768 or permission of Instructor

Course Objectives

This course provides advanced skills, techniques, theories, and approaches, to assist you in the counselling role as the school counsellor. For many of you, it will also be an important transition point in your journey towards personal and professional congruency.

This course is demanding of your time, energy and commitment, particularly in this condensed format. Therefore, it is essential that you take responsibility for your own learning, become fully involved in class life, and arrange a sufficient amount of time to allow the learning process to happen. One of the challenges of having this class run in a condensed format is that each weekend becomes a critical learning weekend.

Unfortunately, if you aren't able to attend all weekends, you will need to withdraw from the course and take it again the following year. The reason for this is that all of the counselling intervention strategies that we use during the weekend are marked as Pass or Fail. If you aren't there to be evaluated in a "live" setting, you cannot be determined to have competency in the intervention approach being used.

General Learning Outcomes

By the end of the course, students will be able to:

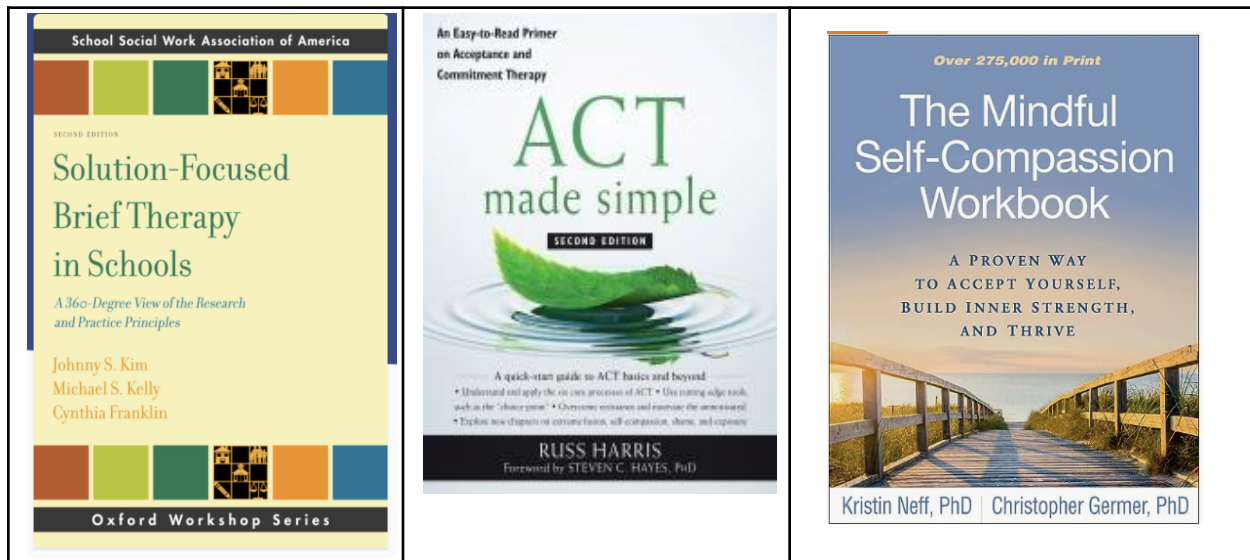
- Role-play a therapeutic counselling relationship and provide supportive interventions
- Demonstrate appropriate verbal and non-verbal communication skills
- Demonstrate Ethical Decision Making in counselling scenarios
- Demonstrate Brief-solution Focused Counselling skills in counselling scenarios
- Demonstrate Mindful Self-Compassion processes in counselling scenarios

- Demonstrate Acceptance and Commitment Therapy skills in counselling scenarios
- Communicate effective case conceptualization processes
- Explain the importance of teacher wellness and the whole school approach to mental health promotion.

Course Format

Classes will involve a variety of activities including mini-lectures, discussion, role-plays, and experiential exercises. You will have opportunities to be both client and counsellor and you are encouraged to use your personal life experiences in order to best appreciate the experience of being a client. However, *you are never required to share more about yourself than you are comfortable sharing.*

Required Texts



Harris, R. (2019). *ACT Made Simple: An easy-to-read primer on acceptance and commitment therapy (2nd ed.)*. New Harbinger Publications.

Kim, J., Kelly, M., & Franklin, C. (2017). *Solution-Focused Brief Therapy in Schools (2nd ed.)*. Oxford University Press Academic
 US. <https://bookshelf.vitalsource.com/books/9780190607272>

Neff, K., & Germer, C. (2018). *The Mindful Self-Compassion Workbook: A Proven Way to Accept Yourself, Build Inner Strength, and Thrive*. New York, NY: Guilford Press.

Recommended Texts & References



Assessment Summary

See MOODLE for Assignment Details and Evaluation Rubrics

Assignments	Value
<i>Counselling Intervention Skills</i>	<i>P/F</i>
<i>Making Sense of Trauma</i>	<i>C/I</i>
<i>Role Play Self-evaluation (3x)</i>	<i>30%</i>
<i>Quizzes (3x)</i>	<i>15%</i>
<i>Journal Reflections (3x)</i>	<i>15%</i>
<i>Mindful Self-compassion Activity x2</i>	<i>20%</i>
<i>Final Assignment</i>	<i>20%</i>

Counselling Intervention Skills

(P/F)

*The Counselling Intervention Skills Assessment is completed by the instructor through observation. Students are required to meet expectations for each specific helping skill to pass the course. **Students who are below expectations will be spoken to directly during the course and a plan for remediation will be established. To be evaluated, you need to be in attendance. If a student requiring remediation is not able to meet the minimum "meet expectations" by the end of the course, they will receive an "F" for the course and may retake the course.***

Making Sense of Trauma Workshop

(C/I)

Students will complete the Making Sense of Trauma workshop prior to the first day of the first weekend.

Role-Play Self-Evaluations

(30%)

You will provide three Role-play self-evaluations based on the directions in Moodle.

Quizzes

(15%)

There will be three quizzes. Each quiz will take place at the beginning of the weekend and will generally include content from the assigned readings. The Quizzes will be conducted through Moodle. The course notes for each section of the course are available on **Moodle**.

Journal Reflections

(15%)

You will provide three thoughtful reflections on your learning experience at the conclusion of each weekend. Be sure to tie in what you read and studied in advance of this weekend. Please be sure to include your thoughts about the process of developing intervention skills. (2 pages)

Mindful Self-Compassion ACTivity x2

(20%)

Students will prepare and demonstrate two mindful self-compassion activities based on the textbook. Students will be evaluated on their skill in leading students through these group-based activities.

Final Assignment

(20%)

Weave together the approaches we've discussed in class, plus additional theoretical orientations that resonate with you, to create your orientation to counselling. Use references to support your creation. This paper should be approximately 8-10 pages in length.

Course Assignment Overview

Pre-Weekend One

- Making Sense of Trauma Workshop (Complete/Incomplete)

Weekend 1

20%

- Quiz One (5%)
- Weekend One Journal Reflection (5%)
- Weekend One Role-play Self-evaluation (10%)
- Counselling Intervention Skill Assessment (P/F)

Weekend 2

20%

- Quiz two (5%)
- Weekend Two Journal Reflection (5%)
- Weekend Two Role-play Self-evaluation 2 (10%)
- Counselling Intervention Skill Assessment 2 (P/F)

Weekend 3

20%

- Quiz three (5%)
- Weekend Three Journal Reflection (5%)
- Weekend Three Role-Play Case Conceptualization 3 (10%)
- Counselling Intervention Skill Assessment 3 (P/F)

Mindful-self Compassion Activities x 2

20%

- Activity 1
- Activity 2

Counselling Intervention Skills

P/F

- Counselling Intervention Skills Assessment

Final Paper (APA version 7.0 required)

20%

Weave together the approaches we've discussed in class, plus additional theoretical orientations that resonate with you, to create your orientation to counselling. Use references to support your creation. This paper should be approximately 8-10 pages in length.

Grading Criteria

Verbal Label	Verbal Description	Percentage	Letter Grade
<i>Distinction</i>	Outstanding work; Comprehensive and detailed understanding; Insightful analysis and use of creative approaches to exploring and applying the concepts; Evidence of considerable thought and effort. Well written with no spelling or grammatical errors.	95-100	A+
		90-94	A
		85-89	A-
<i>Superior</i>	Very good work; Demonstrating full understanding of concepts; Insight and creativity apparent in the analysis; Evidence of thought and effort. Well written with a minimal number of spelling or grammatical errors.	80-84	B+
		75-79	B
		70-74	B-
<i>Average</i>	Satisfactory completion of assignments showing basic understanding and competence; Some evidence of thought and effort, however not graduate-level work. Reasonably written. Some spelling or grammatical errors.	70-74	C+
		60-69	C
		55-59	C-
<i>Marginal</i>	Marginal; Inadequate understanding or ability to apply the concepts; Minimal effort. Poorly written with many spelling and grammatical errors.	50-54	D
<i>Failure</i>	No understanding, effort or ability evident; or did not complete assignments as outlined. Extremely poorly written.	<50	F

Note: The minimum grade requirements for Faculty of Education graduate courses are in the superior to the distinguished range. Therefore, your final mark must be a **B** or greater to successfully count towards your degree.

Academic Integrity

The Brandon University Academic Integrity Policy underlines the importance of all members of the BU community respecting and upholding the fundamental values of honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2014) in every academic activity. Students are responsible for ensuring they understand and adhere to these values.

Activities that depart from these values include, but are not limited to, the following: plagiarism, cheating, academic interference, falsification, and aiding others to depart from academic integrity.

Students found responsible for having departed from academic integrity will be subject to remedies and/or sanctions. Depending on the scope and impact of the departure as well as the student's level of study and past academic integrity history, remedies and sanctions range from mandated educational activities through failure on an assignment/failure in the course to expulsion from the University and revocation of credentials/degrees granted.

All departures from academic integrity will be recorded in the BU Academic Integrity Repository, and certain sanctions will result in a notation on the student's transcript.

The full Academic Integrity Policy, including definitions of academic integrity's fundamental values, examples of activities that depart from academic integrity, and processes undertaken in cases of suspected departures from academic integrity, is available at www.brandonu.ca/senate-office/senate-policies.

Instructor / Course Evaluation

The anonymous course evaluations will be completed online. All students are expected to complete the evaluation. Dates of the evaluation will be communicated by the Graduate Studies Office.

Attendance at Lectures and Practical Work

(refer to the Graduate Calendar, section 3.7.1)

1. All students are expected to be regular in their attendance at lectures and labs. While attendance *per se* will not be considered in assessing the final grade, it should be noted that in some courses participation in class activities may be required.
2. For limited enrolment courses, students who are registered but do not attend the first three classes (or notify the instructor that they intend to attend) may have their registration cancelled in favour of someone else wishing to register for the course.
3. Students who are unable to attend a scheduled instruction period because of illness, disability, or domestic affliction should inform the instructor concerned as soon as possible.

Student Accessibility Services

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, safe, and inclusive for all students.

Student Accessibility Services (SAS) works with students who have permanent, chronic, or temporary disabilities. SAS supports students by developing individualized plans of accommodation, helping students to understand their learning needs, and assisting faculty with provision of accommodations for students registered with SAS.

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical, medical, or temporary), you are invited to contact Student Accessibility Services to arrange a confidential discussion at (204) 727-9759 or magnussonm@brandonu.ca. Additional information is available on the Student Accessibility Services website: <https://www.brandonu.ca/student-services/student-accessibility-services/>

If you are registered with SAS and have a letter requesting accommodations, you are encouraged to contact the instructor early in the term to discuss the accommodations outlined in your letter.

Wellness Services

Counselling services are available for all Brandon University students. Please contact the counsellors in the Student Services Department at 204-727-9737 or visit Room 102 A.E. McKenzie Building during regular business hours to make an appointment.

Brandon University students also have off-campus access to counselling services through their Health Care plan. To find out how to access this service contact BUSU at (204) 727-7314 or by email at om@busu.ca. Additionally, teachers working in Manitoba have access to counselling services through the Manitoba Teachers' Society. To access these services, contact the Educator Assistance Program at 1-800-378-8811.

Reminder

Please save this course outline. Students who are pursuing the course route for their Master of Education program will require it for use in their final course: 07.750 Graduate Summative Seminar. We also recommend that you write a reflection upon completion of each graduate course to prepare for the 07.750 Graduate Summative Seminar.