Course Outline
COUNSELLING PSYCHOLOGY
Psychology 4060  6.0  Section C  Term Y

York University
Department of Psychology
2010-2011

Prerequisites:  Psych 1010 (Intro. to Psychology – C minimum)
               Psych 2020 (Statistics); Psych 2030 (Research Methods)
               Psych 2130 (Personality); Psych 3140 (Abnormal)

Course Director:  Dr. Alberta. Pos
Office:  108B  BSB
Hours:  By appointment
Phone:  416-736-2100 ext 20762 (messages only)
Email:  aepos@yorku.ca (expect up to 3 days for reply)

Secretary:  Ms. Zehra Bandhu
Office:  284 BSB
Phone:  416-736-6232

Time & Location:  Section C  Tuesday,  11:30-2:30, Ross S128

Course Objectives and Brief Description:  The main objective of this course is to familiarize students with the process of counselling by providing a critical review of the essential components of a counselling process as well as the most influential counselling and psychotherapy theories. We will also examine additional current approaches and modalities to counselling and psychotherapy. Multi-cultural and ethical lenses will be discussed as they apply to engaging in the counselling process. Some basic skills and interventions will be studied and practiced in the experiential component of this course. These fundamentally will include: basic relationship building skills; listening and attending behaviours; as well as basic and evocative client-centred methods. In addition some practice of basic components of assessment and treatment planning; as well as specific techniques for working with emotions, cognitions and behaviours will also take place. Video material will be used whenever possible.

Note that active participation in both class discussion and skills practice is expected. In addition, as students you will be encouraged to increase your awareness of and to reflect upon values, motivations, strengths and limitations you may bring to a therapeutic process and relationship. Skills practice will include therapy role plays and the practice of counselling interventions. However, note that students are not expected nor encouraged to divulge personal or private information during this process. Students are expected and encouraged to be judicious concerning what level of self-disclosure is useful for their learning process while at the same time is comfortable and safe for them to engage in.
Format: Seminar style. Classes will include a combination of lectures, class discussions, experiential exercises, role plays, videos, and student presentations.

Textbooks and Reading Material:
(2) Additional reading will be assigned by both the instructor and students as the lectures progress.

Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>(15 %)</td>
</tr>
<tr>
<td>Test</td>
<td>(25 %)</td>
</tr>
<tr>
<td>Seminar Group Presentation</td>
<td>(20 %)</td>
</tr>
<tr>
<td>Mock helping assignment</td>
<td>(20 %)</td>
</tr>
<tr>
<td>Reading and Learning Reflections</td>
<td>(20 %)</td>
</tr>
</tbody>
</table>

Grading:  

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>80-89</td>
<td>A</td>
</tr>
<tr>
<td>75-79</td>
<td>B+</td>
</tr>
<tr>
<td>70-74</td>
<td>B</td>
</tr>
<tr>
<td>65-69</td>
<td>C+</td>
</tr>
<tr>
<td>60-64</td>
<td>C</td>
</tr>
<tr>
<td>55-59</td>
<td>D+</td>
</tr>
<tr>
<td>50-54</td>
<td>D</td>
</tr>
<tr>
<td>40-49</td>
<td>E</td>
</tr>
<tr>
<td>0-39</td>
<td>F</td>
</tr>
</tbody>
</table>

Description of Course Requirements:

**Reading Summaries and Reflections (first 5%, second 5%, third 10% = 20 %).** Each reading review will be a two page reading review and a one page personal reflection on a reading assigned for the week. The two-page reading review must be double spaced written in APA style. For coaching on this go to: [http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx) for an on-line tutorial. In the first 2 pages, the reading review should **highlight the gist of the main points made by the authors (not your personal reaction or interpretation)** - this should be like a 2 page brief report on nothing but the facts as presented. A good review follows the structure of the reading providing a skeleton of the facts with minor exemplars where needed. The **one page reflection can be more personally written. This is where you do give your reaction.** A good personal reflection reflects that you are assimilating information and using it in your developmental process as a helper/counsellor. It is not merely a ‘what I found interesting’ commentary with no explanation, it presents any part of the reading that you find personally meaningful and why/how. Longer summaries/reflections will not be accepted so pick one or two things and reflect on what’s important to you.

**Reading and learning journal 0 %:** Each week, after reading the book chapter(s) or article for the next class, prepare to make comments or to ask questions about that chapter or article, as we engage in classroom discussions. Keeping a weekly journal organizes you in this task. In the journal, write out a brief evaluation of the chapter/article based on your thoughts and/or any
questions that come to mind as you read (i.e. Notes to self). For example, you may ask yourself such questions as: a) what are the underlying assumptions that this author makes about human nature? b) what cultural or ethical problems come to mind as I read about his form of therapy? c) what kinds of things did I discover about this form of psychotherapy that make it unique and/or different from other models? Or d) what about this model would make it particularly challenging for me as a person to practice from within this approach? Reflect personally on the impact that the weeks readings are having on your sense of yourself as a helper (ie. Souvenirs to go away with). This is a process of learning and assimilating. If you’ve been wise, this exercise is going to help your assimilate information and to study for your term test.

**Class participation (15%)**

Will be evaluated on the basis of the following:

- consistent seminar attendance
- evident preparation for discussion about assigned readings
- active involvement in class discussion
- active participation in-class experiential exercises

**Test (25%)**

Format will be multiple choice and short essay questions and will cover all readings and lecture material including powerpoint slides **from the Fall’s lectures.**

**Group Presentation (20%):** Students will be required to work collaboratively in dyads to prepare a seminar presentation of 30-40 minutes in duration plus 5 to 15 minutes of class discussion and questions for a total of 45 minutes. The presentation can include lecture, audiovisual material and group interaction. The presentation will be an analysis of a specific counselling approach. It will include: A) a theory-based explanation of human functioning. B) the etiology/development of human difficulty from that perspective; C) what that therapy targets to promote client improvement- that is the change processes that that approach targets to help people with their problems; D) the tasks for therapists, E) the tasks for clients. **Two weeks prior to the presentation,** presenters are to have chosen a relevant journal article or text (chapter) that must be placed on hold in the library so that each student in the class will have an opportunity to read the article and prepare for class discussion by the date of the presentation. **On the day of the presentation, a brief summary of the presentation (2-3 page double-spaced typed summary, or power-point note pages) is to be provided to the professor.** Group members will be expected to contribute equally to the finished product and will receive the same grade on the presentation. However, should it become apparent to the professor that the work was not shared fairly, grades may be assigned differently to each individual.

**Mock Counselling Assignment (20%):** This assignment is intended to give you the chance to actually practice what you have learned during this course. It is optimally practiced with someone that you don’t know but this is not necessary. All that is required is that you find a ‘client’ who is willing to spend 30 minutes with you, part of which will be spent telling you about a self-defining memory, that is, a memory of something during their life that they feel was central in defining them in some way.

**You will obtain consent** using a consent form (one will be provided). It will inform your ‘client’ that they are volunteering to participate in a counselling assignment, what course it is for, that the session will be taped and parts of it transcribed but with no identifying information.
communicated so to protect their confidentiality. The form will also contain contact numbers required, and a clear statement that you are not providing therapy, but instead are practicing counselling skills.

Again: The purpose of this is for you as the ‘professional helper’ to practice your beginning helping skills of: listening attentively, providing relationship conditions, and reflecting in such a way as the ‘client’ experiences you as having genuinely listened, heard and tried to understand them. Your job as the ‘helper’ is to establish an alliance by listening carefully, attentively, non-judgementally, empathically. Try to practice reflecting more than asking questions. This session should last about 20 minutes. Stop taping when it feels appropriate to stop. Thank your client-volunteer afterwards. Also give them a change to give you feedback about the experience.

Once the session is over you will transcribe any 10 sequential minutes of that session that you wish. Number the lines in the transcript (you can do this automatically in WORD). Then reflect on every talk turn that you made, what you think your intervention was, how effective you thought it was, what you might have been feeling or thinking during the session, what you hear now that you didn’t here in the moment, and what you might say differently now that you are listening to it again. This is not an exercise in being a good therapist/helper/counsellor it is an exercise in reflection and whether you can perceive and reflect on what you can be aware of in the moment and in retrospect.

Lateness
There will be a penalty of 10% of the assigned grade value for each day late (i.e. if the assignment is worth 5% you lose .5% for each day late, that is if you are one day late you can obtain a max of 4.5/5 on that assignment. If you are late, hand in the assignment to either my secretary (Zehra) or the office secretary (Terri in the Faculty mail room) on the ground floor of BSB. It must be initialled by one of them with the time it was handed in.

Writing Skills
For those students who have not done a great deal of writing to date, this is a good time to get familiar with the Centre for Academic Writing (329 Ross) as well as the American Psychological Association (APA) Publication Manual, which you can find either the library or the bookstore. In addition, there are several writing resources posted on the York University website. Do not ask me what APA style is! Look it up! Or go to: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx for some free online tutorials from APA.

Missed Tests/Examinations
The student must contact the course director or the course director’s secretary Zehra Bandu (zehra@yorku.ca) within 48 hours of the missed test/exam, with the following information:
- name (give spelling of last name)
- student number
- course and section of course
- telephone number where student can be reached and best time to call back
If student is unable to contact the secretary or course director during this 48 hour period, subsequent documentation accounting for the delay must be provided. Appropriate
documentation verifying the circumstances for the missed test/exam **must** be provided. Failure to provide appropriate documentation will result in a grade of F for the missed test/exam.

*What is appropriate documentation? (see next page)*

**In medical circumstances:**
- Statement from attending physician (or psychologist) which **must** include:
  - full name, mailing address, telephone number of physician
  - nature of the illness and its duration (i.e., dates covered)
  - statement regarding whether the illness (or medication) would have SERIOUSLY affected the student’s ability to take the test/exam

**The physician’s office may be contacted to verify that the forms were completed by the physician.**

**In non-medical circumstances:**
- Official or credible documentation that supports the nature of the emergency (e.g., death certificate or obituary notice, automobile accident notice, appropriate receipts for emergency travel…)

**Note that having to work at the time of the test is not considered a valid reason to miss a test.**

**Make-Up Test**
The student must be prepared to write the make-up test at the time set by the course instructor and must contact the course director (or the course director’s secretary) to find out when the make-up test will take place, which may be as early as one week following the missed test. The make-up test will cover the same content but will not necessarily include the same questions as the original test. A conflict with another course during the time of the make-up is **not** a valid reason for missing the make-up.

**Cheating and Plagiarism are not tolerated:** Except for group seminars, students are expected to work independently on their assignments. For further information and clarification please refer to the York University Senate Policy on Academic Honesty at [http://www.arts.yorku.ca/faculty_and_staff/policies_and_procedures_for_faculty/academic_honesty_faculty_procedures.php](http://www.arts.yorku.ca/faculty_and_staff/policies_and_procedures_for_faculty/academic_honesty_faculty_procedures.php)

Other important general course information (regarding such things as academic honesty, ethics review processes, access/disability, religious observances, etc.) is available on the following regularly updated website:
[http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm)

**Accommodation for Students with Special Needs**
Students with physical, learning or psychiatric disabilities who require accommodation in teaching style or evaluation methods should discuss this with the Course Director early in the year so that appropriate arrangements can be made.

Students who feel there are extenuating circumstances which may interfere with the successful completion of any course requirements should discuss the matter with the Course Director as soon as possible to make appropriate arrangements.
Be familiar with the Senate Policy and attached Guidelines for Students with Special Needs. It is available by clicking on the following link:
http://www.yorku.ca/secretariat/legislation/senate/spcneeds.htm

**The Last Date to Drop this Course Without Academic Penalty is February 10, 2012.**

**Lecture Class schedule**
Fall Term 11 lectures, 1 final term test within last class.

<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE TOPIC</th>
<th>READINGS/What’s due?</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 13th</td>
<td>Introduction to the Course</td>
<td></td>
</tr>
<tr>
<td>September 20th</td>
<td>The helping/counselling relationship</td>
<td>Corey Chapter 2- Person and Professional Chapter 3- Ethical Issues. (Ignore US/American Material)</td>
</tr>
<tr>
<td>October 4th</td>
<td>Listening and Reflecting Skills</td>
<td>Martin- Chapter 2 and 3 *** Reading reflection 1 on Rogers: Due 5%</td>
</tr>
<tr>
<td>October 8-14th</td>
<td>CoCurricular WEEK (Fall READING WEEK- no class)</td>
<td></td>
</tr>
<tr>
<td>October 18th</td>
<td>Psychoanalytic approaches</td>
<td>Corey Chapter 4</td>
</tr>
<tr>
<td>October 25th</td>
<td>Client/Person centred therapy</td>
<td>Corey-Chapter 7</td>
</tr>
<tr>
<td>November 1st</td>
<td>Gestalt Therapy</td>
<td>Corey Chapter 8 *** Reading Reflection 2: Martin Chapter 1 Evocative Empathy –Due 5%</td>
</tr>
<tr>
<td>November 8th</td>
<td>Behavior Therapy</td>
<td>Corey Chapter 9</td>
</tr>
<tr>
<td>November 15th</td>
<td>Cognitive Behavioral Therapy</td>
<td>Corey Chapter 10</td>
</tr>
<tr>
<td>November 22nd</td>
<td>Family Systems Therapy</td>
<td>Corey Chapter 14 *** Reading Reflection 3: Your choice of assigned readings so far- Due 10%</td>
</tr>
<tr>
<td>November 29th</td>
<td>Post modernism-Narrative</td>
<td>Corey Chapter 13</td>
</tr>
</tbody>
</table>
### Constructivist Approaches

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **December 6<sup>th</sup>** | **COURSE TEST**  
Covering the first 12 lecture  
and assigned readings | **TEST 25%**       |
| **WINTER TERM** | 6 Lectures-   
7 Weeks of Student Presentations |                   |
| January 3<sup>rd</sup> | Psychotherapy Integration | Corey Chapter 15  |
| January 10<sup>th</sup> | Common Factors of Therapy. | Readings TBA      |
| January 17<sup>th</sup> | Process Diagnosis and Assessment in Psychotherapy | Readings TBA      |
| January 24<sup>th</sup> | Cultural Competence in psychotherapy | Reading TBA      |
| January 30<sup>th</sup> | Working with dreams in psychotherapy. | No reading-      |
| February 7<sup>th</sup> | 1. Student Presentations  
a. Mindfulness Interventions  
b. Motivational Interviewing | Student assigned readings TBA |
| February 14<sup>th</sup> | 2. Student Presentations  
a. Dialectical Behaviour Therapy-  
b. Exposure Therapy | Student assigned readings TBA |
| February 21<sup>nd</sup> | READING WEEK- no class |                   |
| February 28<sup>th</sup> | 3. Student Presentations  
a. Jungian Therapy  
b. Emotion-Focused therapy. | Student assigned readings TBA |
| March 6<sup>th</sup> | 4. Student Presentations  
a. CBT Schizophrenia  
b. CBT for PANIC disorder- | Student assigned readings TBA |
| March 13<sup>th</sup> | 5. Student Presentations  
a. Solution–Focused Therapy for couples  
b. Emotion focused therapy for couples. | Student assigned readings TBA |
| March 20<sup>th</sup> | 6. Student Presentations  
b. Feminist Therapy | Student assigned readings TBA |
| March 27<sup>th</sup> | 7. Student Presentation  
a. Group Therapy  
Closing Lecture: Termination | Student assigned readings TBA  
Mock Therapy Assignment Due 20% |