DEPARTMENT OF PSYCHOLOGY, FACULTY OF HEALTH, YORK UNIVERSITY

SKILLS AND TECHNIQUES IN COUNSELLING AND PSYCHOTHERAPY

PSYC 4062 A 3.0 – Term F 2011

Course Director: Dr. Vasanthi Valoo
Lecture Time: Fridays: 8:30 am – 11:30 am
Location: HNE B10
Course Duration: Sept 9, 2011 – Dec 2, 2011
Office Hours: Fridays after class
Email: valoo@yorku.ca (Always include PSYC 4062 in the subject line)
Secretary: Ms. Agnes Levstik, 416-736-5125

CALENDAR DESCRIPTION
The course examines skills that are common to many modern psychotherapists. Theoretical papers and empirical studies evaluating various therapeutic techniques and clinical skills are considered. A more detailed description will be available when an instructor has been assigned.

PREREQUISITES
AK/AS/HH/SC/PSYC 1010 6.0 or AK/PSYC 2410 6.0 with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.0 or AK/PSYC 2530 3.0; AK/AS/SC/PSYC 2021 3.0, AK/AS/HH/SC/PSYC 2020 3.0 or AK/PSYC 2510 3.0 or substitutes; AK/AS/HH/SC/PSYC 2130 3.0 or AK/PSYC 3220 3.0; AS/HH/SC/PSYC 3140 3.0 or AK/PSYC 3215 3.0., AK/PSYC 4061 3.0. or AK/PSYC 4210 3.0. Students must be in an Honor Program in Psychology and have completed 14 university courses or 84 credits (Excluding Education Courses). Course credit exclusion: AK/AS/HH/SC/PSYC 4060 6.0, AK/PSYC 4210 3.0, AK/PSYC 4240 3.0.

REQUIRED TEXTS
EXPANDED COURSE DESCRIPTION
The goal of this course is to introduce students to the counselling/psychotherapy process. The experiential course format will provide an opportunity for you to develop foundational skills and techniques in counselling/psychotherapy. Students will increase their understanding of how life experiences, values, and biases influence the counselling/psychotherapy process. Given the likelihood that personal information will be disclosed in class, students are required to adhere strictly to rules of confidentiality. The lectures may be supplemented by films and videos and invited guest/s.

LEARNING OBJECTIVES
• To understand and develop foundational skills and techniques used in counselling/psychotherapy.
• To develop the ability to reflect on the influence of one’s life experiences, values, and biases on the helping process.
• To critically evaluate the adequacy of current practice and research related to the counseling/psychotherapy process with members of identified groups.

TENTATIVE EVALUATION
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Transcript Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
</tr>
</tbody>
</table>

*Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

ORGANIZATION OF THE COURSE

PARTICIPATION - 25%
Your grade will be determined by attendance, timeliness, familiarity with and comprehensiveness of readings, active participation in group activities, critical thinking and usefulness of your comments, and participation in in-class exercises/activities.

FINAL EXAM – 35%
Multiple Choice and Short Answer – Chapters 2-13
(Final Exam Period)
GROUP PRESENTATION (GROUPS OF 3-4) - 20%
• You will investigate the adequacy of the counseling/psychotherapy process by exploring whether skills/techniques may be adapted for more effective work with members of an identified group.
• Each group will focus on an identified group.
• You will review the literature (minimum 5 references) to investigate the adequacy of the helping process with members of an identified group.
• Presentations (40-45 minutes) will be based on your review of relevant literature and will be graded according to the following criteria:
  • The applicability/limitations of the use of specific skills and techniques with members of an identified group.
  • Factors that facilitate the counselling/psychotherapy process with members of an identified group.

TRANSCRIPT ASSIGNMENT – 20%
Each student will conduct, record, and transcribe a 20-minute interview with a member of the class. The interview will demonstrate the use of at least 10 skills and techniques. Proper academic performance depends on the students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed to the Course Director in class on the due date.

GRADING, ASSIGNMENT SUBMISSION, LATENESS PENALTIES AND MISSED TESTS
For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf

Missed Tests: Students with a documented reason for missing a test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor. Accommodations may be permission to write a make-up test, reweighting of course evaluations. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Students who miss a test must notify the course director prior to the test and will only be able to write a make-up test if they have valid documentation to support their absence. Serious illnesses and family tragedies are the only acceptable justifications for missing a test. Please note that there is no guarantee that the
make-up test will follow the same format as the original and the date of the make-up test will be assigned by the course director. Students will not be able to defer their presentation. If a student is absent on the day of their presentation, he or she will receive a zero. For the presentation, the remaining group members will still be expected to complete the presentation and will be graded accordingly. Students are also expected to be aware of York’s policies regarding academic dishonesty and any other policies of relevance.

Assignments received late than the due date will be penalized (1 grade point per day that the assignment is late). Students with a documented reason for missing the due date, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor.

ADDITIONAL TEST INFORMATION
• For tests you must bring York sessional and photo ID

IMPORTANT COURSE INFORMATION FOR STUDENTS
All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm
• York’s Academic Honesty Policy and Procedures/Academic Integrity Website
• Ethics Review Process for research involving human participants
• Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
• Student Conduct Standards
• Religious Observance Accommodation
# TENTATIVE COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09/09</td>
<td>Introduction, Helping as a Personal Journey &lt;br&gt;Nuts and Bolts of Helping</td>
<td>Chapter 1, 2</td>
</tr>
<tr>
<td>2</td>
<td>09/16</td>
<td>The Therapeutic Relationship</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>3</td>
<td>09/23</td>
<td>Helping Someone who is Different</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>4</td>
<td>09/30</td>
<td>Invitational Skills</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>5</td>
<td>10/07</td>
<td>Reflecting Skills</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>6</td>
<td>10/14</td>
<td>NO CLASS – Co-curricular Week</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>10/21</td>
<td>Reflecting Skills</td>
<td>Chapter 7, 8</td>
</tr>
<tr>
<td>8</td>
<td>10/28</td>
<td><strong>Student Presentations (20%)</strong></td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>11/04</td>
<td><strong>Student Presentations (20%)</strong></td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>11/11</td>
<td>Challenging Skills</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>11</td>
<td>11/18</td>
<td>Assessment and the Initial Interview</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>12</td>
<td>11/25</td>
<td>Goal Setting Skills&lt;br&gt;Solution Skills &lt;br&gt;<strong>Transcript Assignment Due (20%)</strong></td>
<td>Chapter 11, Chapter 12</td>
</tr>
<tr>
<td>13</td>
<td>12/02</td>
<td>Outcome Evaluation and Termination Skills</td>
<td>Chapter 13</td>
</tr>
</tbody>
</table>