

**THEORETICAL APPROACHES TO COUNSELLING AND PSYCHOTHERAPY**  
**Proposed Course Outline (Subject to Change)**  
**Psychology 4061 3.0      Section M      Term W**

**York University**  
**Department of Psychology**  
**2016**

**Prerequisites:**

HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C; HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II); HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes; HH/PSYC 2130 3.00 (Personality); HH/PSYC 3140 3.00 (Abnormal Psychology).

Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses).

**Course credit exclusions:** AK/AS/HH/SC/PSYC 4060 6.00, AK/PSYC 4210 3.00 (prior to Summer 2002), GL/PSYC 4250 3.00.

**Course Director:** Dr. M. Sharon Armstrong  
**Office:** 273 BSB  
**Hours:** By appointment  
**Phone:** 416-736-5125 (messages only)  
**Email:** [sarm@yorku.ca](mailto:sarm@yorku.ca) (*expect up to 3 days for reply*)

**Secretary:** Ms. Agnes Levstik  
**Office:** 281 BSB  
**Phone:** 416-736-5125

**Time & Location:** Tuesdays, 8:30-11:30, FC 110

**Course Objectives and Brief Description:** The main objectives of this course are as follows: to provide an overview of the most influential counselling and psychotherapy theories (such as psychoanalytic; person-centred, gestalt, existential, cognitive & behavioural); to examine the assumptions underlying each of these theories; to study the impact of theory on the practice of counselling and psychotherapy.

These objectives will be met by having students familiarize themselves with the theories and processes of counselling/psychotherapy as described in the text book and other readings; through critical examination of underlying concepts and assumptions (including ethical and multicultural assumptions) in classroom discussion and oral and written assignments; and through student' reflections upon their own individual belief systems.

**Format:** Seminar style. Classes will include a combination of lectures, class discussions, videos, and student presentations. **Note that active participation class discussion is expected and level of participation will be evaluated.**

**Textbooks and Reading Material:**

(1) Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9<sup>th</sup> ed.). California: Brooks/Cole.

(2) Additional reading will be assigned.

**Films:** The Case of Stan, others TBA

**Evaluation:**

Attendance & Participation	(15 %)
Written Assignment	(40 %)
Term Test 1	(15 %)
Term Test 2	(15 %)
Class Presentation	(15 %)

<b>Grading:</b>	<b>Percentage</b>	<b>Letter Grade</b>
	90-100	A+
	80-89	A
	75-79	B+
	70-74	B
	65-69	C+
	60-64	C
	55-59	D+
	50-54	D
	40-49	E
	0-39	F

**Description of Course Requirements:**

**Class participation:** Each week, students will read the book chapter(s) or article for the next class, and prepare for classroom discussions. How? By reading actively and considering potential answers to such questions as: a) what are the underlying assumptions about human nature? b) what multi-cultural or ethical concerns may be relevant? c) what kinds of things make this counselling/psychotherapy method unique and/or different from other models studied?

Class participation will be evaluated on the basis of the following:

- \* **consistent seminar attendance**
- \* **evident preparation for discussion (as described above)**
- \* **active involvement in class discussion**

**Written Assignment:** The assignment will consist of one essay style question to be answered in 1500 to 2500 words (approximately 6-8 pages). The essay will be written in accordance with the latest edition of the Publication Manual of the American Psychological Association. This manual is available in the library and the bookstore as well as online. Students are expected to work independently on this assignment. There will be a penalty of up to 5% (half letter grade) for each day late. Any students who have not done a great deal of writing in previous courses should ensure that they are prepared to meet the expectations of upper level undergraduate academic writing. I encourage students who have concerns about their writing skills to contact the Centre for Academic Writing (329 Ross & online) well in advance of due dates for written assignments. In addition, there are several writing resources posted on the

York University website. The essay topic for this course will be posted on Moodle on or before the first week of classes.

**Seminar Group Presentation:** Weekly group presentations are scheduled to start on the 5<sup>th</sup> week of classes. Students will be required to work collaboratively in groups of four to prepare a seminar presentation of 45 minutes in duration, plus 5 minutes of class discussion and questions, for a total of 50 minutes. The topics will be posted on Moodle. Presenters will be chosen via lottery *on the first day of class*. The presentation will revolve around the answers to a set of questions that I have posed for each group. These questions will be answered by your lecture and discussion and you may also include audio-visual materials. The quality and the length of the presentation are both important. All group members will be expected to contribute equally to the finished product and to receive the same grade on the presentation. However, if it became apparent that the work was not shared in an equitable manner then grades might be reassigned.

### **Missed Tests/Examinations**

The student must contact the **course director** or the **course director's secretary** within **24 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:** For further information and clarification please refer to the York University Senate Policy on Academic Honesty and other important general course information (regarding such things as ethics review processes, access/disability, religious observances, etc.) that is available in the Psychology Supplemental Calendar and on the following websites:

- <http://www.yorku.ca/academicintegrity/students/index.htm>
- <http://www.yorku.ca/secretariat/policies/document.php?document=69>

Also, I strongly encourage students to take the Faculty of Health Academic Integrity Tutorial and Quiz at: [http://www.yorku.ca/health/yquiz/acadinte\\_nologin/quiz/acadinte\\_nologin.quiz](http://www.yorku.ca/health/yquiz/acadinte_nologin/quiz/acadinte_nologin.quiz)

#### **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.

*See York website for important dates:* <http://registrar.yorku.ca/enrol/dates/fw15.htm>

**Last Date to Drop this Course Without Academic Penalty is March 4, 2016.**

*\*Changes to this PROPOSED course outline and lectures schedule may be made within the first few classes. Changes will be announced in class and/or posted on Moodle. Students are responsible for keeping track of these changes.*

#### **Beginning February 2<sup>nd</sup>, Seminar Format will be:**

Lecture & Class Discussion	90 minutes
Break	15 minutes
The Case of Stan (Video)	15 minutes
Student Presentations	50 minutes

**4061 3.0****Proposed Lecture Schedule (Winter 2016)**

**NOTE:** *Any changes that occur during the year will be announced in class.  
Students are responsible for keeping track of these changes.*

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
January 5	Course Introduction Multi-cultural Issues; The Initial Interview; Self-Care <b>Group Presentation Topic Lottery</b>	Corey, Chapters 1 & 2
January 12	Ethics and Values	Corey, Chapter 3*
January 19	Psychoanalytic Therapy	Corey, Chapter 4*
January 26	Person-Centred Therapy	Corey, Chapter 7*
February 2	Gestalt (Emotion-Focused) Therapy <b>Class Presentations Start</b>	Corey, Chapter 8*
February 9	<b>Term Test One (*chapters 3,4,7,8) - No Class Presentations</b>	
February 16	<b>READING WEEK - No Classes</b>	
February 23	Behaviour Therapy	Corey, Chapter 9**
March 1	Cognitive Behaviour Therapy	Corey, Chapter 10**
March 8	Feminist Therapy <b>Written Assignment Due: Upload to Moodle</b>	Corey, Chapter 12**
March 15	Integrative Psychotherapy	Corey, Chapter 15**
March 22	<b>Term Test 2 (**chapters 9,10,12,15) - No Class Presentations</b>	
March 29	Final Class Presentations (2) <b>End of Winter Term</b>	