

YORK UNIVERSITY

HH/PSYC 4061 3.0A—FALL 2015

THEORETICAL APPROACHES TO COUNSELLING AND PSYCHOTHERAPY

Course Director: Dr. Lorne Sugar

Office and Office Hours: Room 277 BSB—Mondays—6:00pm to 6:45pm
Room 277 BSB—Tuesdays—7:30am to 8:15am
Room 277 BSB—Thursdays—7:30am to 8:15am

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Secretary: Ms. Agnes Levstik, Room 281 BSB
Secretary's Phone: (416) 736-5125

Lecture Time: Mondays—7:00pm – 9:45pm
Duration September 14th to December 7th, 2015
Location: Please check the York website as the room may be changed from FC 110

Course Description:

This course will introduce students to several of the main theoretical orientations and treatment modalities to which clinical psychologists and other therapists currently adhere. The goal of the course is for students to begin critically examining these schools of thought and associated treatment techniques as well as their own values, biases, and personal preferences in order to begin the process of establishing an identity as an aspiring therapist.

Prerequisites:

- 1) Introduction to Psychology (PSYC 1010 6.0 [with a minimum grade of C]).
- 2) One of the following Statistical Methods courses: PSYC 2020 6.0; PSYC 2021 3.0; PSYC 2510 3.0; or substitutes/equivalents.
- 3) Introduction to Research Methods (PSYC 2030 3.0)
- 4) Personality Psychology (PSYC 2130.3.0)
- 5) Abnormal Psychology (PSYC 3140 3.0)

It is the student's responsibility to check the psychology department course calendar to ensure that they have not taken courses that would prevent them from achieving credit for this course (e.g., HH PSYC 4060 6.0) and that they have the required pre-requisites to enroll in 4000 level courses.

Required Text:

Corey, G. (2013). Theory and Practice of Counseling and Psychotherapy (Ninth Edition). Brooks/Cole.

Evaluation:

Two non-cumulative tests (multiple choice & short answer)—30% (Test #1) & 20% (Test #2)
Paper—40%
Participation—10%

Final date to drop the course without receiving a grade is November 9th, 2015.

Course Format:

This course will be seminar-based. Classes will be comprised of lectures, discussions, and role-plays. It is anticipated that classes will be used not only to convey information, but also to provoke respectful discussion and critical thinking.

PLEASE NOTE: ** Although not an expectation whatsoever, some students may choose to disclose personal information during discussions or role plays. In addition, many students will potentially have differing points of view on any given topic. It is expected that regardless of the content of the information shared, students will treat one-another with the utmost respect and maintain confidentiality outside of class. Violating these expectations will not be tolerated. In the event of a violation, the offending student will lose participation grades and potentially be prevented from attending additional lectures prior to engaging in a discussion with the course director.

Tests:

The two in-class tests are non-cumulative. The first part of both tests will be comprised of multiple choice questions based on information from the textbook as well as from lectures. The second part of both tests will include short answer questions that will be derived from lecture material.

Paper:

This ten-page (maximum) double-spaced paper will be the forum within which students articulate their personal preferences, biases, values, and preferred theoretical orientation(s) having had the chance to be exposed to and integrate the course material. This is an informal paper that can be written in the first-person (i.e., "I think that..." "I believe...") and for which additional research beyond the textbook and class lectures is not required. This paper will be an opportunity to critically evaluate chosen aspects of the course content and allow students to continue the process of developing their identity as an aspiring therapist.

Late Assignments and Missed Tests:

Papers are due on November 23rd, 2015 and must be submitted in person. Students who do not submit their paper during this class will lose five marks (out of 40). An additional five marks will be deducted for each additional day the paper is late. Papers sent by e-mail will not be accepted.

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 mentioned specifically in a doctor's note as well as accidents and family tragedies for which written proof must be submitted 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. The date, time, and off site location of the make-up test will be chosen by the course director regardless of students' schedules. There will only be one opportunity to write the make-up test.

Academic Dishonesty:

Students are expected to be aware of York's policies regarding academic honesty and integrity, accommodations for religious observance, and accommodations for students with disabilities. Students who require course-specific accommodations are strongly encouraged to speak privately with the course director as soon as possible. Be sure to peruse the York University website for university policies and related information.

Final Marks:

Numerical marks will be used throughout this class to evaluate performance. Once all evaluative components are completed, these numerical marks will be summed to produce a final mark for each student. This final mark will then be converted to a letter grade based on the following university conversion guidelines:

<u>Range of Marks</u>	<u>Letter Grade Equivalent</u>
90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-50	E
39 and Below	F

Please note that there will be no “curving” in this class. Students will earn grades based solely on their performance. If students work hard and perform well, marks will be strong. If students do not work hard and performance suffers, marks will be weaker. Students are encouraged to remain mindful of the rules of rounding. For example, whereas a final mark of 74.8 will be rounded to a 75, a final mark of 74.2 will not. Students are also encouraged to remain mindful that final grades submitted by the course director to the university are considered “unofficial” grades. The university always has the option of making adjustments. For example, a student finishing the course with a final mark of 81.4 clearly falls within the A range, however university adjustments (if applied) could serve to maintain this mark in the A range or lower it to a B+. Another example might be that a student with a final mark of 78.9 may remain at a B+ or through university adjustments be lowered to a B or raised to an A. The course director’s role ends once the unofficial grades are submitted. Please note that fourth year courses tend to be less susceptible to these grade adjustments in comparison to lower-level courses.

COURSE OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Chapter</u>
September 14 th	Introduction	1
September 21 st	Therapeutic Preferences	2 and 3
September 28 th	Psychodynamic/Psychoanalytic Therapy	4
October 5 th	Behaviour Therapy	9
October 12 th	No Class	
October 19 th	Cognitive Behavioural Therapy and Dialectical Behaviour Therapy	10
October 26 th	Test #1—Chapters 1, 2, 3, 4, 9, 10, and Lectures	
November 2 nd	Existential Therapy	6
November 9 th	Person (Client)-Centered Therapy	7
November 16 th	Postmodern Approaches	13
November 23 rd	Family Therapy Paper Due	14
November 30 th	Group Therapy	pp. 465-471 pp. 495-498
December 7 th	Test #2—Chapters 6, 7, 13, 14, 15, and Lectures	