

Psychology 4062.03 A COUNSELLING PSYCHOLOGY

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Note: Please email **only** when an issue cannot be addressed during class or office hours. **Please put course number in the subject line**

Class time: Tuesday 8:30-11:30; FC 110

Secretary: Zehra Bandhu – 284 BSB - 736-2100 x66232

Prerequisites: All 4000-level Psychology courses require the following general prerequisites: AK/AS/SC/PSYC 1010 6.0 or AK/PSYC 2410 6.0, with a minimum grade of C; AK/AS/SC/PSYC 2030 3.0 or AK/PSYC 2530 3.0; one of AK/AS/SC/PSYC 2021 3.0, AK/PSYC 2510 3.0. Also AK/AS/SC/PSYC 4061 3.0 or AK/PSYC 4210 3.0. Students must be in an Honours program and have completed 84 credits

Textbooks: 1. Martin, D. G (2011). *Counseling and therapy skills. 3rd Edition.*
Long Grove, Ill: Waveland Press

2. Geller, S. M., & Greenberg, L. S. (2012). *Therapeutic Presence: A Mindful Approach to Effective Therapy.* Washington: APA.

3. Additional Readings: To be assigned in class

Course Objectives: The purpose of the course is to provide an introduction to the process and skills of counselling. This will provide an opportunity for students to develop an understanding and practice skills for becoming a helpful counsellor. Foundational approaches to client-centered therapy will be introduced and practiced included but not limited to: Therapeutic presence, creating an environment of safety and trust, developing a positive therapeutic relationship and alliance, empathic listening and reflection. Students will also learn approaches that include mindfulness and emotion focused therapy. Discussion and practice of other dimensions of counselling such as assessment, ethics and termination will be explored.

Class format: The classes will be in the form of a workshop. The will include class discussion, role-playing, videos and experiential exercises to help stimulate learning of therapy skills. Students will be expected to be actively involved in the class in the form of discussion and experiential practices. Within the role-play and practice aspects of the course, there is a possibility that a student will gain knowledge of confidential information. It is essential and the responsibility of each student to respect other students experience and to maintain confidentiality, which is of the utmost importance in being a future counsellor and a member of the helping profession.

NOTE: This is a demanding course that requires consistent attendance and participation. If you already know that you are going to miss more than one class or that you have a conflict with the dates of exams or assignments, you should consider dropping and taking

this course when time permits.

Evaluation: In Class Test: October 20th, 2015 (25%)
Core Therapeutic Quality Paper (20%) Due: November 3rd, 2015
Group PRESENTATION (20%) November 17th, 24th and December 1st 2015
Reflection Paper (20%) Due: December 1st, 2015
Class participation (15%)

Grading	Percentage	Letter Grade
	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:

1. Core Therapist’s Quality Paper and Brief Presentation/Discussion (20%)

This practice and paper requires you to choose an aspect of therapeutic presence (paper provided) from the model in the introduction chapter of the book and chapters 4-6 and to write a brief paper about that (as well as be prepared to discuss in class). Core values or qualities of presence could include compassion, grounding, centering, deep listening, acceptance, intention, self-development of the therapist, authenticity, or others you can propose to me. I would ask you submit a brief proposal (a paragraph or two) on what you think would be a good core value or quality a therapist should have in therapy, and why. The paper submitted at the end of this project would be 3-4 double spaced pages and would require your personal reflection combined with a literature review (journal articles or chapters), which would include at least 5 references. Some reflection (personal and journal reflection) of cultivating this core value or aspect of therapeutic presence is essential for a good reflective and critical paper, combined as well with a literature base to support the value of this therapeutic quality.

PROPOSAL:

Questions briefly required to answer in proposal include:

- 1) What is the quality that you wish to develop for this project?

- 2) What is the importance of this quality to being a good counselor?
- 3) What practice are you going to engage in to support the cultivation of this quality?
- 4) What supports will you put in place to ensure success in your practice?

PAPER:

Questions considered in this project and paper include:

- 1) The quality you are writing about, including an operational definition of this therapeutic value.
- 2) Why this therapeutic quality is essential for a good counseling process. Support from the literature is essential here.
- 3) Ways to cultivate this quality, both in therapy sessions and in the life of the therapist (perhaps including an exercise when presenting in class).
- 4) What you learned from this reflection paper about values that are important for therapists.

Mark is based on both the paper (15%) and the depth of reflection as indicated in both the paper and class discussion (5%).

2. IN CLASS TEST (25%)

This exam will be based on all of the textbook and readings and handouts provide during the first 5 classes. The in-class test will include multiple choice, short and long answer questions that require application of the concepts discussed and practiced in class. The exam may also involve an analysis of a portion of a therapy transcript (i.e., you will be asked to comment and reflect upon what is happening in this therapy segment, with particular emphasis on the neurophysiological aspects of creating safety as indicated in the article on polyvagal theory and therapeutic presence reviewed for class. You may also be asked to name the therapeutic interventions being utilized and evaluating the manner in which they are being applied. Additionally, you may be asked to provide alternate therapist responses). You will have 3 hours to write the test. More information regarding the test will be provided in class.

3. THERAPY SKILLS PRESENTATION (20%)

Each student is expected to make a group presentation to the rest of the class in the second term on a specific therapy skill or intervention. Each group will be comprised of 3-4 students and groups will be expected to provide a creative and facilitative presentation **designed to facilitate students learning of a therapeutic skill or intervention**. The presentation will occur over the last three classes. The presentation can include creative, audio, visual, role play, lecture, exercises, and guided group discussion – presenting the theory and teaching of the particular topic or technique. Topics and presentation dates will be established after the first exam. You will need to have your topic and proposed readings approved by the course director. You will be expected to research your area of interest and present the material in a clear and organized manner. Each member will be graded individually. More specific guidelines regarding the

expectations for the presentation will be discussed in class.

4. REFLECTION PAPER (20%)

You will also be asked to write a 6-8 double spaced reflection paper on your strengths as a therapist, and as well as your challenges and areas that require continued growth and attention. This is an opportunity to reflect on your development of your counselling skills throughout the term, on your ability to create safety and a positive therapeutic alliance, and any other important qualities as a counsellor. Include a section on your process of development, and moments of insight. Also include the challenges and obstacles you experienced this term in developing counselling skills. I would like to hear what helped in this process of this term to develop your skills, and what could have been offered to further your development. Areas of future growth and development should be commented on as well, including plans and intentions for furthering those particular challenges.

4. Participation (15%)

Class participation will be evaluated based on consistent seminar attendance and by active and informed participation and reflection in class discussions. It will be helpful to prepare for each meeting by completing the assigned readings prior to each class. This mark is based as well in active engagement in role-plays and in-class practices and exercises.

A NOTE ON PAPERS AND EVALUATION:

Papers that are late will be deducted 20% per day. Missed tests are marked as zero. Exceptions are made for illness, family death or exceptional circumstances. However, a medical note or official documentation will be required in these cases. Medical notes must have: (a) the full name, address and contact phone number of the physician, (b) a note on the nature of the illness, duration of illness and include specific dates that student is off school for, and (c) indicate whether the illness and/or medication prescribed would have seriously affects the students ability to take the exam or write the paper. The physician's office may be contacted to verify forms were completed by the attending physician.

To drop a half year course the deadline is October 8th, 2015

Cheating/Plagiarism. The University does not look favourably on cheating of any kind and the penalties for doing so are very harsh. Become familiar with the rules and regulations regarding cheating/plagiarism (<http://www.yorku.ca/academicintegrity/students/index.htm>)

A permanent record of the offence will be placed in the student's academic file. This record is for internal academic purposes only. Also see separate handout on academic honesty.

Turnitin Service:

Unless you have made alternate arrangements with the professor, you will hand in all written assignments and essays via uploaded file to the Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty.

TENTATIVE COURSE OUTLINE Fall 2015

EXPECTED DATE	LECTURE TOPIC & ASSOCIATED CHAPTER
September 15	Intro to Course: Preparing the Ground
September 22	Intro to Counselling; Importance of Self-Development (C&TS: Chapter 14; TP: Intro and Chapter 4) Proposal due for Core Therapist's Quality Paper
September 29	Therapeutic Presence (TP): Process and Experience (AR: Geller and Greenberg paper; TP chapter 1-2; 5-6) Development of Core Therapists Quality Begins
October 6	Therapeutic Relationship; Therapist Contributions and Role (C&TS: Chapter 6; TP: Chapter 3) Creating Safety: Emotionally and Neuro-physiologically (AR: Geller & Porges paper; TP: Chapter 9)
October 13	No Lecture: Test Preparation and Group Presentation Meetings
October 20	In Class Test
October 27	Empathy/Listening: Active and Receptive (C&TS - Chapters 1-2)
November 3	Empathy/Reflection – Active and Passive; Process and Content Identifying Meaningful Issues: Open Question and Paraphrasing (C&TS – Chapter 3, 4 & 5) Core Therapist's Quality Paper Due Today
November 10	Mindfulness and Emotion Focused Therapy (C&TS: Chapter 8; TP: Chapter 10, 11)
November 17	Emotion Focused Therapy and Presentation 1 (TP Chapter 11; Additional Readings EFT: A clinical synthesis http://focus.psychiatryonline.org/article.aspx?articleid=53063)
November 24	Presentation 2
December 1	Final Class - Presentation 3 Termination and Closure Reflection Assignment DUE

C&TS = Counselling and Therapy Skills (Martin, 2011)

TP: Therapeutic Presence: A Mindful Approach to Effective Therapy (Geller & Greenberg, 2012)

AR = Assigned Reading