

HH/PSYC 4061 3.0 section B, Summer Term (2013-2014)
THEORETICAL ASPECTS OF COUNSELLING AND PSYCHOTHERAPY
Lecture Time: Tuesdays & Thursdays 7 to 10pm
Location: Founders College, rm. 103
May 6 to June 12, 2014
Exam Period: June 18 to 20, 2014

COURSE DESCRIPTION AND OBJECTIVES

This course provides an overview of key theoretical aspects for the major counseling/psychotherapeutic paradigms. The goal of this course is to introduce students to these different schools of thought and provide them with the opportunity to critically examine and reflect on both the theoretical and technical (i.e., specific treatment interventions) differences between various approaches. Differences in theory and practice among different psychotherapy paradigms will be highlighted by the use of case studies. Students will also begin to critically evaluate their own values, biases, and personal preferences in relation to these various theoretical approaches.

Course Director: Dr. Jennifer Lewin
Office: rm. 251 Behavioural Sciences Building (BSB)
Office hours: By appointment
Email: jlewin@yorku.ca
Course Website: moodle.yorku.ca

Accessing the course website:

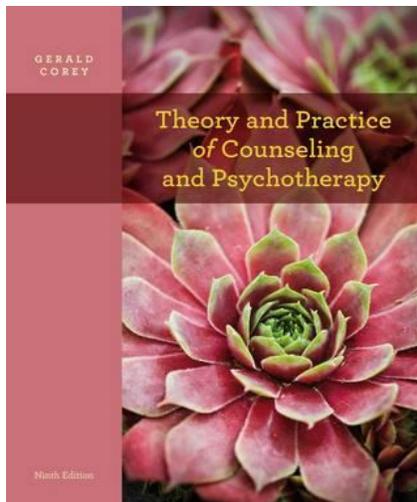
You will need a Passport York account to access the course website. Go to “moodle.yorku.ca” and type in your username and password information (Passport York account information) in the top right hand side of the page. After entering this information, your list of courses that use moodle will appear, click on “**HH/PSYC4061 B - Theoretical Approaches to Counselling and Psychotherapy (Summer 2013-2014)**”.

How to reach your instructor:

The preferred method for contacting me is via email (jlewin@yorku.ca) otherwise scheduling a meeting time that is mutually acceptable for both you and me can be arranged. I am on campus on Mondays, Tuesdays, and Thursdays.

Prerequisites: Introduction to Psychology (psyc1010), Statistical Methods I or equivalent), Personality (psyc2130), and Abnormal Psychology (psyc3140). All students must be in an Honours program and have completed 81 credits.

Required textbook: Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy*, 9th edition. Belmont, CA: Brooks/Cole.
ISBN-10: 0-8400-2854-7



COURSE FORMAT AND EVALUATION

Course evaluation will consist of one test, one class presentation, a paper (loosely) based on the presentation, participation which involves regular attendance and participation, playing the role of “discussant” for one class presentation (other than your own presentation topic), and completing in-class exercises.

Evaluation:

1) Test 1	25%
2) Class Presentation	20%
3) Paper (due two weeks after presentation)	20%
4) Participation	20%
5) Discussant [for student presentation]	10%
6) Class exercises	5%

GRADING SCHEME

A+	90 to 100%	Exceptional/Outstanding
A	80 to 89%	Excellent
B+	75 to 79%	Very Good
B	70 to 74%	Good
C+	65 to 69%	Competent
C	60 to 64%	Fairly Competent
D+	55 to 59%	Passing
D	50 to 54%	Marginally Passing
E	45 to 49%	Marginally Failing
F	45 or below	Failing

TEST 1

Date: Thursday, May 22, 2014

Worth: 25% of final grade

Test 1 will consist of multiple-choice questions and short answer questions based on class lectures and textbook readings in addition to long answer questions that will be based on short

case studies. Test 1 will be based on lecture material, including videos and demonstrations, and all textbook readings. Further information regarding Test 1 will be discussed in class closer to the test date.

CLASS PRESENTATION

Presentation length: 40 minutes

Discussion post-presentation: 20 to 30 minutes

Group size: 2 to 3 people

Presentation article due: in class, 1 week *before* presentation

Worth: 20% of final grade

The list below provides the topics and dates from which to choose your class presentation. Class presentations will be 40 minutes in length – this is a strict guideline as there will be two presentations per week. You will be given a two-minute warning and you will be cut off at one hour to move onto a 20 to 30 minute discussion period where students (and instructor) will be able to ask questions. Class presentations will be a group effort, with groups consisting of a maximum of 3 people. Short excerpts of video material or other visual aids may be used *if applicable* to your topic and *if they add value to your presentation*.

As part of the evaluation of your presentation, each group will be asked to provide one article to all class members *one week before* your presentation that will provide students with some background information and will help to orient them to your topic. In addition to the hard copy that will be handed out to each student in class, group members must email me the article for posting on the course website for students that are absent from class. The article that you choose will be evaluated in terms of the appropriateness and relevance to your presentation. Additionally, the coherence or integration of your article into your presentation will be assessed. Also, *on the day of your presentation*, you need to provide classmates (and course director) with a handout of your slides. Further guidelines regarding presentations will be discussed in class. Class presentations will be worth 20% of your final grade.

The following are the presentation topics and dates (they are also located in the lecture schedule).

May 27	Existential Therapy Group Therapy
May 29	Adlerian Therapy Dialectical Behaviour Therapy
June 3	Feminist Therapy Eye Movement Desensitization Reprocessing Therapy (EMDR)
June 5	Narrative Therapy Interpersonal Therapy
June 10	Family Systems Therapy Motivational Interviewing

DISCUSSANT:

Worth: 10% of final grade

For each class presentation, two students who are not presenting on that day will act as “discussants”. Each discussant must hand in four discussion questions (two based on the article and two based on the presentation). Discussants will help to lead the discussion following the presentation, by noting points of interest and developing questions from the presentation and from the article assigned by the group. In addition, discussants are expected to provide a brief 1 to 2 page summary (250 to 500 words) of the article indicating the strengths and weaknesses of the article. Further details and guidelines for discussants will be discussed in class. Your role as discussant is worth 10% of your final grade.

PAPER

Due: 2 weeks after your class presentation

Length: 2000 to 2500 words (8 to 10 typed, double spaced pages)

Worth: 20% of final grade

APA format required

**There will be a 2.5% deduction for each day the paper is handed in after the set deadline.*

Your paper will be based on your presentation topic however *I do not want a complete regurgitation of your presentation in written form*. Instead, for your paper, I want you to address a **current controversy** on your topic and identify your stance on the issue, providing an in-depth critical analysis. In other words, I want you to take what is likely a small aspect of your presentation, and greatly expand and explore this particular issue. Overall your goal will be to provide a sensible and convincing position on a **controversial or contentious issue** regarding your presentation topic. In this way, those of you in your group will not all be writing on the same issue and you will be able to put more energy into researching the particular issue you find most compelling about your topic. Each group member is expected to submit your own *unique paper* that is completed *independently* from other classmates two weeks after your presentation.

Papers are due in class, two weeks following your class presentation. Papers submitted after class will be considered late and will be penalized accordingly. The paper should be between 8 to 10 typewritten pages in length (i.e., 2000 to 2500 words, 12 point font, double-spaced, 1 inch margins), excluding the title page and reference page. You must cite and include a minimum of five peer-reviewed journal articles in your paper. Of course you can use more journal articles and you are free to use textbooks and other sources. Make sure that you cite your sources appropriately and your paper must follow APA style. I will post APA links on the course website. Greater detail regarding the evaluation process of your papers will be discussed in class. Your paper will be worth 20% of your final grade.

PARTICIPATION

Worth: 20% of final grade

Student participation will be examined in a number of ways in the course. Students will be marked on attendance, before and after the class break. Additionally, simply being present in class will not garner you a high participation mark in this class. You are encouraged to engage in class discussion – sharing your opinions and reflections will help you to learn the class material and should hopefully lead to lively discussion. For each presentation, students will be providing one article; therefore, for those who are not presenting that week, you will have 2 articles to read before class. You are encouraged to have some questions prepared for student presentations based on the readings that they provide. Participation is worth a total of 20% of your final grade.

CLASS EXERCISES

Worth: 5% of final grade

During the first 5 lectures, small in-class exercises will be given and collected on the same day or the following day in class. There will be no makeups, no acceptance of late class exercises, you either do it and receive full marks or you do not complete or submit the exercise and you receive a grade of zero. No exceptions! There will be three to five different in class exercises.

SENATE POLICY ON ACADEMIC HONESTY

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Plagiarism and Academic Dishonesty in the Academic Calendar (www.arts.yorku.ca/honesty/index.html). Any case of suspected academic dishonesty will be dealt with in accord with the procedures and regulations set down by the University Senate. The definition of dishonesty and the penalties and procedures for judging cases are described in the Calendar.

RELIGIOUS OBSERVANCE POLICY

York University is committed to respecting the religious beliefs of all members of the community and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for in-class examinations pose such a conflict for you, contact the Course Director within the first two weeks of class to schedule alternate arrangements. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods, students must complete an Examination Accommodation Form which can be obtained from the Registrar's Office (http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf).

LECTURE SCHEDULE

Lectures: Tuesdays & Thursdays, 7 to 10pm, Founders College (FC), room 103

Date	Lecture Topic	Readings
May 6	Introduction/Psychoanalysis	Chapter 2 & 4
May 8	Psychoanalysis II	Chapter 4
May 13	Client-Centred Therapy	Chapter 7
May 15	Behavioural/Cognitive Behavioural	Chapters 9 & 10
May 20	Gestalt & Emotion-Focused Therapy	Chapter 8 + article
May 22	TEST 1 (based on all readings and class lectures)	
May 27	Existential Therapy <i>Existential presentation</i> Group Therapy <i>Group therapy presentation</i>	Chapter 6 + 2 articles
May 29	Adlerian Therapy <i>Adlerian presentation</i> Dialectical Behaviour Therapy <i>Dialectical behaviour presentation</i>	Chapter 5 + 2 articles
June 3	Feminist Therapy <i>Feminist therapy presentation</i> EMDR Therapy <i>EMDR presentation</i>	Chapter 12 + 2 articles
June 5	Narrative Therapy <i>Narrative therapy presentation</i> Interpersonal Therapy <i>Interpersonal therapy presentation</i>	Chapter 13 (pg. 410 to 423) + 2 articles
June 10	Family Systems Therapy <i>Family Systems presentation</i> Motivational Interviewing <i>Motivational interviewing presentation</i>	Chapter 14 + 2 articles
June 12	Ethics & course wrap up	