

Course Outline
SKILLS AND TECHNIQUES IN COUNSELLING AND PSYCHOTHERAPY
AS/HH/PSYC 4062 3.0 SECTION N

York University
Faculty of Health
Department of Psychology
Summer 2014

Course Director: Jennifer Lewin
Email address: jlewin@yorku.ca
Course Time: Tuesdays and Thursdays 7 to 10pm
Location: 164 Behavioural Sciences Building
Course Website: moodle.yorku.ca

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.

Additional Prerequisites: 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

Course Description and Goals:

This course introduces the process of counselling and offers students an opportunity to examine and explore concepts as well as to gain an understanding of the fundamental skills involved in becoming a member of the helping professions. Foundational client-centred skills and interventions will be introduced and practiced, including but not limited to the following: creating an environment of safety and trust, developing the therapeutic relationship, empathic listening and reflecting. In addition, students will learn about and engage in cognitive-behavioural interventions by completing “homework” exercises and reflecting on the experience through class discussions. Other skills that will be touched upon in this course include: goal setting and treatment planning, working with emotions, cognitions and behaviours, exploring experiential meanings, and incorporating “homework”.

Active participation in discussion and skills practice will be expected of all students in this class. A large portion of student evaluation is placed on participation. As well, students will be encouraged to become aware of and reflect upon their own values, motivations, strengths and limitations in terms of what they bring to the therapeutic relationship, and in relation to their emerging understanding of the *process* of counselling.

Course Organization:

This course will be taught in a workshop fashion, whereby classes will include: a) role-playing and practice interviewing; b) minimal lecture and more group discussion of the reading for that class; c) small group discussions and experiential exercises; d) video demonstrations of skills and e) homework in the form of reflections on readings & class exercises and/or cognitive-behavioural exercises to be completed outside of the classroom.

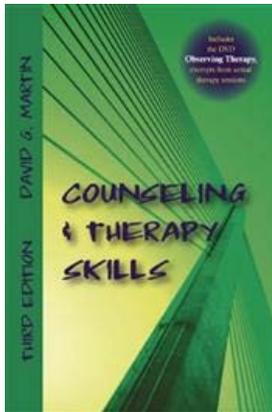
Acquiring skills is an integral component of this course. Within the role-plays and practice interviewing components, there is a possibility that a student will gain knowledge of confidential information, such as information another student's personal life. It is essential and the responsibility of each student in the course to respect and maintain every other student's right to confidentiality. Moreover, as potential members of the helping profession, it is important to keep in mind that this experience is one point along the journey of ethical action and practice.

Required Text(s):

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

ISB N: 1-57766-742-5

ISBN-13: 978-1-57766-742-1



2. Additional readings: [received as handouts in class]

Suggested Reading:

Greenberger, D. & Padesky, C.A. (1995). *Mind over mood: Change how you feel by changing the way you think*. New York, NY: Guilford Press.

Course Evaluation and Weighting

Course Component	Weight	Date Due
Participation	20%	
Written Reflections (3 separate reflections)	15% (worth 5% each)	Thursday, July 3, 2014 Thursday, July 10, 2014 Tuesday, July 22, 2014
CBT Homework	5%	TBA
In-class Test	30%	Thursday, July 10, 2014
Transcript Assignment	30%	Tuesday, August 5, 2014

Last Day to Drop Course without receiving a grade: Friday, July 18, 2014

COURSE SCHEDULE AND READING LIST

DATE	TOPIC	READING
T, June 24	Introduction to Course What is therapy, counselling? What is empathy?	Text: Chapter 1 & Chapter 7
Th, June 26	Effective Listening	Text: Chapter 2 Add: C. Hill (2004) <i>Attending and Listening</i>
T, July 1	Happy Canada Day! NO CLASS TODAY!!!!	
Th, July 3	Summary/Reflection Journal Due (based on chapter 2, handout & experiences in June 26 class) Open Questions & Paraphrasing	Add: C. Hill (2004) <i>Open Questions & Probes</i> & <i>Restatement</i>
T, July 8	Topic: Reflecting Emotion	Text: Chapter 3 & 4 Add: M. Young (2009): <i>Reflecting skills</i> (pp. 142 – 153) Text: Chapter 6 (test material)
Th, July 10	In-Class Test	
T, July 15	Summary/Reflection Journal Due (based on readings & experiences in July 8 class) Therapeutic Relationship	Text: Chapter 8 (p. 119-128)
Th, July 17	Emotion-Focused Therapy Transcription Assignment Handed Out	Add: <i>Emotion-focused Therapy: The Transforming Power of Affect</i> Pos & Greenberg (2007)
T, July 22	Diversity and Multicultural Considerations Summary/Reflection Journal Due (based on readings & experiences on July 17 class) CBT homework #1 handed out	Text: Chapter 13 Add: D.W. Sue & D. Sue <i>Counselling the Culturally Diverse</i> , Chapter 1 (p. 5-16)

Th, July 24	Client Problem Solving, Assessment and Goal Setting	Text: Chapter 5 Add: M. Young (2009): Chapter 11 (pp. 249-271)
T, July 29	CBT Strategies and Techniques CBT homework #2 handed out	Add: J.H. Beck (1995). <i>Cognitive Therapy: Basics & Beyond</i> Chapters 1 & 2
Th, July 31	Ethical Issues	Text: Chapter 11
T, August 5	Termination Phase in Counselling Final Transcript Assignment Due	Text: Chapter 12 (pp. 176 – 180) Add: M. Young, <i>Termination Phase in Counselling</i> (p. 298 -305)

EXPLANATION OF COURSE REQUIREMENTS

Class Participation 20%

Students will contribute to the overall process of class engagement and learning as evidenced by:

- Presence at all classes
- Preparation for discussion, having read the reading(s) for that class
- Active participation in discussion
- Active engagement in role plays and in-class exercises.

NOTE: documentation is required for absences.

Summary/Reflection Journals 15%

Worth: 15% (3 separate reflections, 5% each)

Due: the following class (see course schedule for dates)

You are asked to briefly summarize and reflect on key concepts addressed in the reading(s), and also to reflect and relate your experience in class (associated with the readings) within your reflective journal assignments. Reflections can range from 500 to 750 words (i.e., 2 to 3 typed, double spaced pages). Personal reflections may focus on one aspect of the reading that you find significant (perhaps something controversial or very interesting to you). You should use your own thought processes and you may use your own personal experiences in order to illustrate and develop your points and how these ideas relate to the reading. This assignment is **due at the beginning of class**. Late reflection assignments will not be accepted. More details regarding the reflection assignments will be provided in class. **NOTE:** Reflection journal assignments do not need to be typed, (legible) handwritten work will be accepted.

Cognitive Behavioural Assignments

Worth: 5%

Due: the following class or as specified

You will be asked to engage in cognitive-behavioural homework assignments in order to learn experientially about the CBT model. Homework may involve some of the following activities: filling out thought records and/or behavioural activation records, engaging in

behavioural experiments, and creating core belief continuums. Homework assignments will be discussed and collected the following week in class. If you forget and do not hand in your homework assignment in the following week's class, you will receive a zero on the assignment. ***Late homework assignments are not accepted.***

In-Class Test

Worth: 30% of final grade

Test Date: Thursday, July 10, 2014

The test will be based on all the textbook readings and handouts provided during the first 4 classes (June 24 – July 8). The in-class test will be based on the readings and will involve application of the concepts discussed and practiced in class. The exam will consist of brief essay questions, and will 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, including naming the therapeutic interventions being utilized and evaluating the manner in which they are being applied. Additionally, you will be asked to provide alternate therapist responses). The micro-process analysis on Test 1 provides you with some practice and feedback regarding what you will be asked to do for the final transcription assignment. You will have 3 hours to write the test. More information regarding the test will be provided in class.

Analysis of Audiotape/Digital “Therapy” Transcript

Worth: 30% of final grade

Handed out: Thursday, July 17, 2014

Due: Tuesday, August 5, 2014

Students will audio-tape a 12-15 minute “counselling” interview with a member of the class. The “therapist” will engage in at least 15 interventions with the “client” (i.e., class member) identifying and making process comments regarding the foundational helping skills that you have learned in this class and applied in your “therapy” segment. After recording his or her tape, each student will transcribe a continuous “counselling” segment (not sections put together), ensuring that this transcription is a **verbatim** account of the interview. An article that provides psychotherapy transcription rules (Mergenthaler & Stinson) and an abridged list of these rules will be posted on moodle. More information regarding this assignment will be provided in class. Ensure that you do not use a font size smaller than 12. The penalty for late assignments is 2% per day late. *You will need to provide a copy of the actual recording along with your assignment.*

The transcription should be presented in a table with three separate columns: one for transcription, the second for naming the intervention used by the “therapist” and briefly commenting on the impact of it (e.g., effectiveness, function it served – deepening, clarifying, focusing), and the third column for alternate “therapist” responses.

Transcription (column 1):

- * Transcribe your interview segment using the guidelines provided in class.

Process Observations & Comments (column 2):

- * Identify verbal interventions occurring in the interview segment that have been discussed in the course (e.g., open-ended questions, minimal encouragers, paraphrases, and reflections).

- * Briefly comment on the success or effectiveness of the intervention by examining the “client’s” response and considering your intentions for employing the intervention in the moment.
- * Provide any other brief comments regarding the moment-to-moment therapy/interview process as it occurs that seem important to you to note.

Alternate Responses (column 3):

- * You DO NOT need to provide alternate responses to every “therapist” response. If you consider your original response to be effective and it achieves what you intended to do (or even achieved something positive that you did not intend), you don’t need to provide an alternate response. Provide alternate responses when the “client” provides feedback indicating that your response was inaccurate or “off the mark”, or if upon reflection of the transcript, you realize an alternate response would likely have been more effective or would have potentially helped move the “client” deeper in the therapy process than your original intervention. If you would have liked to have used a different intervention, name the different intervention you would use and provide the actual response you would like to have given at the point of the therapy segment.

In addition, you will be required to write a 4-6 page (double-spaced) reflection on your strengths and weaknesses as a “therapist”, as demonstrated in the interview, and on the evolution of your counseling skills over the course. This may include your overall impression of the interview segment, including how well you feel it demonstrates your current skill level, and comment on the interpersonal dynamics contributing to the working alliance (or lack thereof) and/or any other important aspects of the interview segment that you feel had a particular impact. In addition, this is an opportunity to reflect on your experiences engaging in different exercises and practicing different interventions in class and to comment on various factors that led to the development (or lack of development) of your helping skills. For example, depending on your personal experience with the course, you may want to address your strengths or difficulties with employing different helping interventions (e.g., reflections, paraphrases), discuss the potential effects of learning these helping skills outside the classroom in your everyday life, address obstacles in developing your skills, or describe any particularly poignant or “aha” moments and their subsequent impact on your helping skills. I am interested in your experience, your insights and your elaboration of significant moments in the evolution of your helping skills.

NOTE: For the transcript analysis – I am NOT marking you in terms of your skill as a “therapist” – I am marking your ability to properly identify what you did during the therapy segment and thoughtfully reflect on the therapy process with your comments and alternate responses. I am interested in your interpretation of the therapy process based on the information and skills that you have learned in this course.

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).

STUDENTS WITH SPECIAL NEEDS (Senate Policy)

York University is committed to making reasonable accommodations and adaptations in order to make equitable the educational experience of students with special needs and to promote their full integration into the campus community. Please alert the Course Director as soon as possible should you require special accommodations.

York has a number of services for students with different types of disabilities. The Counselling & Disability Services Web site (<http://www.yorku.ca/dshub/>) provides information for all disability services at York.

If you are a student with a disability, there is an alternate exam and test accommodation service available for you. Visit the Alternate Exams and Tests Web site (<http://www.yorku.ca/altexams/>) for more information.

SUPPLEMENTAL READINGS

For most classes, the course director has assigned additional book chapters as supplemental readings to augment class discussions and textbook material. Copies of these readings will be provided for students during the class before which they will be discussed.

The following is a more complete reference list for the additional readings that have been included in this course outline:

Beck, J.S. (1995). *Cognitive therapy: Basics and beyond*. New York: Guildford Press.

Hill, C.E. (2004). *Helping skills: Facilitating exploration, insight and action, 2nd edition*. Washington, DC: APA.

Pos, A.E., & Greenberg, L. (2007). Emotion-focused therapy: The transforming power of affect. *Journal of Contemporary Psychotherapy, 37*, 25-31.

Sue, D.W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice, 5th edition*. Hoboken, NJ: Wiley.

Young, M.E. (2009). *Learning the art of helping: Building blocks & techniques, 4th edition*. Columbus, OH: Pearson.

GRADE CONVERSION

Letter Grade	Description of Work	Percentage
A+	Exceptional	90 – 100
A	Excellent	80 – 89
B+	Very Good	75 – 79
B	Good	70 – 74
C+	Competent	65 – 69
C	Fairly Competent	60 – 64
D+	Passing	55 – 59
D	Marginally Passing	50 – 54
E	Marginally Failing	48 – 49
F	Failing	47 and below