

**FACULTY OF HEALTH
COUNSELLING PSYCHOLOGY
PSYC 4060.06 G
Mondays, 11:30-2:30, SC 304**

Course Director: Tifrah Warner, Ph.D.

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Please contact me **only** when it is an issue that cannot be addressed during the class or office hours. **(always put course number in the subject line)**

Office hours: after each class or by an appointment

Course Description

This course looks at the field of counselling and psychotherapy from 3 perspectives: theoretical frameworks, applications of principles and techniques, and the practitioner's stance. Both traditional and emerging theoretical approaches will be covered. Additionally, an entire class will be devoted to research issues specific to this field.

Traditional frameworks are introduced in the writings of experts in each field. An insight into how theories and specific techniques are actually applied will be achieved in 2 ways: films of experts conducting sessions, and some demonstrations and discussions by the Course Director. The topic of the psychotherapist's stance is concerned with the examination qualities and skills that contribute to successful application of theoretical knowledge. This issue will be discussed in class and, to some extent, experienced through self-nurture research journal assignments.

This course's grading scheme aims to create an opportunity for deeper study, thus there is no one all-encompassing exam and class work is distributed throughout the course. There is an assignment for every class, regular journal entries, 4 mini-exams, a presentation and a paper.

Course Objectives

Students are expected to gain:

- a familiarity with traditional approaches and emerging trends in the field of counselling and psychotherapy.
- a taste of the applications of some psychotherapeutic principles and techniques.
- an appreciation of the qualities and skills practitioners need to develop in order to successfully apply their theoretical knowledge.



Prerequisites: Registration in the Joint York/Seneca Program in Rehabilitation Services or AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2130 3.00 or AK/HH/PSYC 3220 3.00; AK/HH/PSYC 3140 3.00 (after Winter 2002) or AS/SC/PSYC 3140 3.00 or AK/HH/PSYC 3215 3.00. Course credit exclusions: AK/AS/HH/SC/PSYC 4061 3.00, AK/AS/HH/SC/PSYC 4062 3.00, AK/PSYC 4210 3.00 (prior to Summer 2002), AK/PSYC 4240 3.00 (prior to Summer 2002), GL/PSYC 4250 3.00.

Textbooks

- **Current Psychotherapies**, 10 edition, (2014), Wedding D & Corsini R. J. (eds.), Brooks/Cole
- Course Kit



Grading Scheme, option 1

1. 4 multiple-choice mini-exams	50%
2. 17 class reading assignments (including participation in quiz team)	15%
3. Self-nurture research journal (2 parts)	15%
4. 1 presentation (including 2 write-ups)	20%

Grading Scheme, option 2

1. 4 multiple-choice mini-exams	25%
2. 17 class reading assignments (including participation in quiz team)	15%
3. Self-nurture research journal (2 parts)	15%
1. 1 presentation (including 2 write-ups)	20%
5. 1 paper	25%

Conversion Table

Percentage	90-100	80-89	75-79	70-74	65-69	60-64	55-59	50-54	49	48
Letter Grade	A+	A	B+	B	C+	C	D	D+	E	F



COURSE REQUIREMENTS

4 Mini-exams

- Each one will cover all the topics scheduled since the last quiz, unless specified otherwise.
- Multiple-choice format

Class reading assignments

All assignments are to be **typed** and written up in **point form**, unless specified otherwise.

All assignments are on the material that is to be covered in class on the date the assignment is due (see schedule).

Assignments #1 to #7, #9 to #17

1. According to the specified psychotherapeutic approach:
 - How is the psychotherapeutic problem described?
 - How is the psychotherapeutic problem addressed?
 - What is the goal of psychotherapy?
 - How does change happen? What is/are the main psychotherapeutic process/es that bring/s about change?
 - What is the role of the psychotherapist?
 - List the main techniques applied?
 - List the 5 most notable features that would identify a session conducted according to this approach.

2. Compose a question (or more) about something in the material that was not clear to you or that you would like to hear it being reviewed in class. No answer is needed.

3. Identify a concept of this approach you find most appealing in facilitating positive change or in giving insight into human nature? **Briefly** describe this concept by giving an example from daily life. (paragraph format)

Assignments #8

- What are the research goals in the area of psychotherapy?
- What are the main controversies and research problems in the field of psychotherapy?

Assignments #18

For each reading:

- What is the thesis of the reading?
- Identify the main points of the reading.

About all the 4 readings:

- Your personal thoughts about where is psychotherapy going from here.

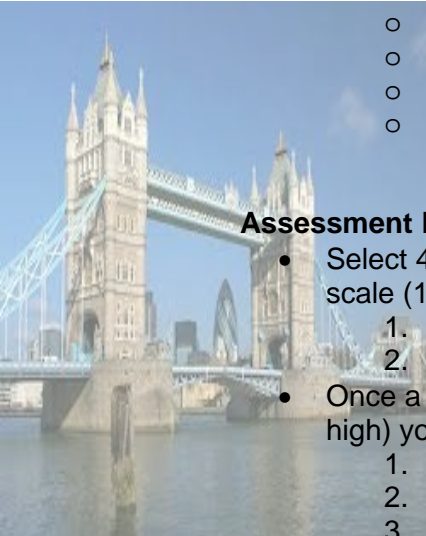




Self-nurture Research Journal

The journal is a record of your performance of simple self-nurture acts and an assessment of your own state of mind during that time.

- Activities are to be performed 5 (or more) days of your choice per week.
- An **assessment** of state of mind is carried out on the **same day** an activity is performed.
- A **typed Journal entry** is made at the **end of each week**. It consists of 3 sections:
 - a **brief** factual description of the activity involved.
 - a numerical, diagram format, assessment presentation of state of mind.
 - a verbal, 1 paragraph, assessment summary of state of mind.
 - Up to 2 paragraphs, final summary at the end of each part 1 & 2 of the journal (Fall & Winter Semesters respectively)



Assessment Procedure

- Select 4, 5 fixed, specified times a day to record your responses on a 10-point scale (1 = least correct, 10 = most correct) to the following:
 1. Given the place I am in right now, this is exactly where I want to be.
 2. Given what I am doing right now, this is exactly what I want to do.
- Once a day, at a fixed, specified time, record on a 10-point scale (1 = low, 10 = high) your overall experience of the following throughout the last 24 hours:
 1. sense of contentment
 2. sense of calmness
 3. sense of stability and centeredness

Fall semester:

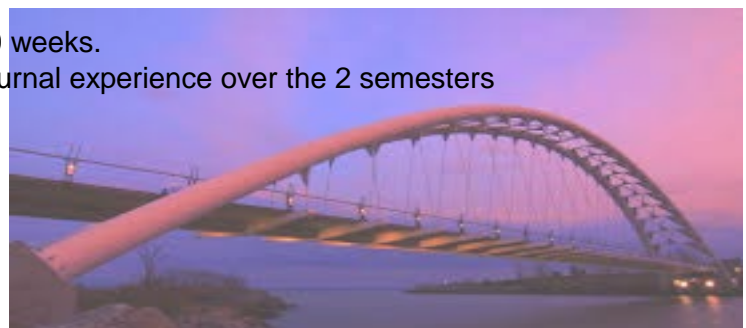
- Chose **6 to 8** activities from the table below, select only 1 activity from each category. (Select activities that you are not typically engaged with.)
- Carry out 1 activity for 1 or 2 weeks, 5 (or more) days a week.
- Final journal entry – summary of your journal experience (up to 2 paragraphs)
- All together engage in self-nurture activities for **8 weeks (or more)**.
- Due date of part 1 of journal: November 11

Self-nurture programme proposal:

- Design your own self-nurture programme for the Winter semester.
- Include old and new activities from the table and any other ones that interest you.
- Organize the activities in any order (e.g., a different activity every day, more than 1 activity per day)
- Follow the same assessment procedure as Fall semester. You may add a few more scales that interest you (optional).
- Schedule a meeting with the Course Director to have your **proposed programme approved** by November 4

Winter semester

- Follow your approved programme for 10 weeks.
- Final journal entry – summary of your journal experience over the 2 semesters (up to 2 paragraphs).





- Due date for handing in Journal: March 10

Self- Nurture Activities

1	<ul style="list-style-type: none"> • Between meals: snacking only on fruits, drinking only water or juices without additives. Avoiding fresh fruits and fruit juices during and immediately before or after meals. or • Eating mindfully 1 meal (or more). Eating mindfully means fully attending to the sensory experience and avoiding all other activities, such as interacting with another person, attending to TV, or checking phone messages.
2	<ul style="list-style-type: none"> • Spending 1 hour (or more) outdoors, preferably in nature, or • Exercising for 40 minutes (or more)
3	<ul style="list-style-type: none"> • Sleeping for 8 hours, or • Going to bed 1 or 2 hours earlier than usual.
4	<ul style="list-style-type: none"> • Engage in a fun activity for 1 hour (or more), or • Engage in an artistic activity for 1 hour (or more)
5	<ul style="list-style-type: none"> • While studying or working on a computer: every 20-25 minutes have a break (use an alarm) for 5 -10 minutes, and during the break engage in some physical activity (e.g., dancing), or • While studying eliminate all distractions; i.e., cell phone is off, no looking at media websites, etc., or • Combining both of the above
6	<ul style="list-style-type: none"> • Spend 15 min. (or more) identifying and praising (writing or taping) good qualities that you have; conclude by identifying and praising the source/s of those qualities. or • Spend 15 min. (or more) identifying and praising (writing or taping) good actions that you performed or observed others to perform in the last 24 hours. or • Spend 15 min. (or more) identifying (writing or taping) the different ways you are the same as all other human beings; i.e. same as people who are men or women, who are at any age, saints and sinners, smart and stupid, flourishing or languishing, belong to different cultures and parts of the world, etc.
7	<ul style="list-style-type: none"> • Perform 3 (or more) anonymous acts of giving, 2 (or more) of these directed towards individuals that you have no relationships with. or • Perform 3 (or more) acts of caring for the environment.
8	<ul style="list-style-type: none"> • Identify a quotation or a proverb you find inspiring. Record any instances that this wisdom was manifested in the last 24 hours. or • Identify a quotation or a proverb you find inspiring. Apply that wisdom to one (or more) of your activities.



Paper

- Content: Psychotherapeutic change from 2 theoretical perspectives applied to a published autobiographical account.
- Length: 8 to 12 pages
- Format: APA style
- Content: 1. Introduction: a very brief description of each chapter in the book;
2. Analysis from each theoretical perspective; 3. Discussion.
- Due date: January 20

Examples of appropriate books:

Son-Rise, Barry N. Kaufman (1979)

I'm Dancing as Fast as I Can, Barbara Gordon (2006)

Dark Night of the Soul: A Guide to Finding Your Way Through Life's Ordeals, Thomas Moore (2005)

Changing My Mind, Margaret Trudeau (2011)



Presentations

Content

- Topic: listed in class schedule.
- Material: 1 reference of your choice that gives an **overview** of any aspect of the topic.
- The reference **has to be approved** by the Course Director

Presentation Format

- A panel with a chairperson.
- Part 1: A Q & A period on the assigned readings; up to 30 min.
- Part 3: Individual presentations, 15 min each.
- Part 4: A Q & A period on the presentations.

Presentations Write-ups

1. A handout for all students
 - An outline of the reference presented **in point form**. (Include the complete reference, APA style.)
 - State the **thesis** of your reference at the beginning of your outline.
 - 2 multiple-choice questions about the **main points** of the reference.
 - Each handout is 1 to 1 ½ pages in length.
 - For the Course Director: 2 copies of the write-up. Also a photocopy of the reference; it may have your notes on it and will be returned to you.
2. A 3- to 4-page discussion paper
 - Describe your reference from the point of view of any 2 theoretical approaches covered in class.
 - Compare and contrast those views.
 - Add your own conclusions and insights.





When you are presenting, you not need to do that homework assignment.
Fall Schedule

<u>September 9</u>	
Topic	Introduction
<u>September 16</u>	
Topic	Psychoanalytic psychotherapies
Assignment	# 1
Readings	Chapter 2
<u>September 23</u>	
Topic	Adlerian Psychotherapy
Readings	Chapter 3
Assignment	# 2
<u>September 30</u>	
Topic	Client-Centered therapy
Readings	Chapter 4
Assignment	# 3
<u>October 7</u>	
Topic	Rational Emotive Behavior Therapy
Readings	Chapter 5
Assignment	# 4
<u>October 14</u>	Thanksgiving, no class
<u>October 21</u>	Mini-exam 1
<u>October 28</u>	
Topic	Behaviour & Cognitive Therapies
Readings	1. Chapter 6: review concepts pg 193-4, 200-202, focus: Psychotherapy: pg. 202-205, Treatment: pg. 207-216
	2. Chapter 7
Assignment	# 5
<u>November 4</u>	
Topic	Gestalt Therapy
Readings	Chapter 9
Assignment	# 6
Other	Schedule a meeting for approval of journal proposal
<u>November 11</u>	
Topic	Eastern Spirituality Oriented (Contemplative) Therapies
Readings	Chapter 14
Assignment	# 7
Other	Due date: Self-nurture research journal, part 1
<u>November 18</u>	
Topic	Eastern Spirituality Oriented (Contemplative) Therapies
Readings	Chapter 14
<u>November 25</u>	
Topic	Research in psychotherapy
Readings	Evidence sections of Chapters 9, 11, 14, & your choice from past reading
Assignment	#8
<u>December 2</u>	<u>Mini-exam 2</u>



Winter Schedule

<u>January 6</u>	
Topic	Family Therapy
Readings	Chapter 11
Presentations	(1) S. Minuchin & Structural Therapy, (2) Jay Haley & Strategic therapy
Assignment	#9
<u>January 13</u>	
Topic	Family Therapy
Readings	Virginia Satir, Conjoint Family Therapy . Chapter 10
Presentations	(3), Virginia Satir (4) M. White & Narrative therapy
Assignment	#10
<u>January 20</u>	
Topic	Existential Psychology
Readings	Chapter 8
Presentation	(5) Victor Frankle
Assignment	#11
Other	Due date of paper
<u>January 27</u>	
Topic	R. D. Laing
Readings	A CBC radio interview with R. D. Laing
Presentation	(6)
Assignment	#12
<u>February 3</u>	
Topic	North American Indian Spirituality
Readings	TBA
Presentation	(7)
Assignment	#13
<u>February 10</u>	
	Mini-exam 3
Other	<u>February 14</u> - last date to drop the course without a grade
<u>February 17</u>	
	Reading Week - no class
<u>February 24</u>	
Topic	Milton H. Erickson
Readings	William H. O'Hanlon (1987). Taproots. Underlying Principles of Milton Erickson's Therapy and Hypnosis . Chapter 1: Groundwork: Introduction to Erickson's work.
Presentation	(8)

<u>March 3</u>	
Topic	Milton H. Erickson
Readings	Jeffrey K. Zeig , Ed. (1980) A Teaching Seminar with Milton H. Erickson. Monday. (Pg. 31- 73)
Presentation	(9)
Assignment	#15
<u>March 10</u>	
Topic	Continuing to Evolve
Readings	W. R. Miller & G. S. Ross (2009) Toward a theory of Motivational Interviewing. American Psychologist, 529- 537
Presentation	(10) Solution Focus therapy
Assignment	#16
Other	Due date: Self-Nurture Research Journal, part 2
<u>March 17</u>	
Topic	Continuing to Evolve
Readings	Danie Beaulieu (2003) Eye Movement Integration Therapy. Chapter 1: Introduction. pg. 1- 24.
Presentation	(11)
Assignment	# 17
<u>March 24</u>	
Topic	Where is psychotherapy going from here?
Readings	4 'Monitor on Psychology' readings
Presentations	(12)
Assignment	#18
<u>March 31</u>	
Mini-exam 4	



Course, Departmental, and University Policies

Grading: (For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf)

Assignment Submission: Due dates and times are specified on the class schedule. Earlier submissions may be made to the course secretary (BSB 281) and have to be date stamped.

Late Assignments: Late assignments are not accepted without an officially satisfactory reason. Technical problems involving computer and printer are not acceptable reasons for missing these due dates.

Eligibility for a make-up quiz

Official departmental policy on missed exams and make-ups. Please become familiar with this policy. http://www.yorku.ca/health/psyc/advising_missedtests.html

- The student has to contact the CD or secretary within 48 hours of the missed quiz (unless circumstances do not allow). Circumstances preventing contact within 48 hours must be accompanied by documentation.

- If the student expects to miss a quiz in advance, he or she has to apply for a make-up exam before making arrangements to be elsewhere.

Use of laptop and other electronics in the classroom

is acceptable for special needs situations only.

Some references about the impediment this may cause for successful learning are:

- Carrie B. Fried, (2008). Computers & Education.

- Josh Fischman, March 16, 2009. The Chronicle of Higher Education
Students Stop Surfing After Being Shown How In-Class Laptop Use Lowers Test Scores.

- Linda Stone, September, 2009. Continuous Partial Attention and email Apnea.

- York University newspaper, yFile 13.03.2013 Study finds multitasking on a laptop impedes classroom learning

University policies

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Life is too Mysterious
For Us to be Serious!

