

**YORK UNIVERSITY, FACULTY OF HEALTH  
DEPARTMENT OF PSYCHOLOGY**

**Course:**        **HH/PSYC 4061 3.0F B – THEORETICAL APPROACHES TO  
COUNSELLING AND PSYCHOTHERAPY**

**Term:**            Fall 2013        **Course Webpage:**    Moodle Site: <http://moodle.yorku.ca>

**Prerequisites:**    Psych 1010.06 (Intro to Psychology with grade minimum of C); Psych  
2020 (Statistics); Psych 2030 (Research Methods);  
Psych 2130 (Personality); Psych 3140 (Abnormal Psychology)

**Course Director:**    Karen Fergus, PhD, C.Psych  
**Office:**                Behavioural Sciences Building, Rm. 243  
**Office Hours:**        Available after class, or by appointment for more extensive consultations  
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**Secretary:**            Sabrina Iantorno  
**Office:**                Rm. 282, Behavioural Sciences Building  
**Phone:**                416-736-2100 ext. 66268

**Time and Location:**        Thursday 8:30 am to 11:30 am  
   Founders College Rm. 110

**EXPANDED COURSE DESCRIPTION\***

**Organization of the Course:**

This course will adopt a seminar format with interactive discussion, as well as didactic, and experiential components. The topics of each session will correspond with assigned readings from the course text as well as occasional supplementary reading material (assigned in advance of the session during class). Students are encouraged to come prepared to discuss and reflect upon the course content, and engage in a collaborative learning process. Course content will be enhanced with video illustrations of various techniques and approaches to counselling and psychotherapy. Students are also expected to take part in small group and experiential exercises designed to elucidate the theoretical concepts and techniques being discussed (e.g., active listening exercises; exploratory questions; personal reflection exercises). In addition to in-class experiential activities, students will interview a ‘real-world’ counselor or psychotherapist. Your experience of conducting the interview, as well as the interview content, will form the basis for a written assignment in which you will be expected to analyze the interviews in terms of relevant psychotherapeutic model(s), concepts, and/or techniques. Ethical and cross-cultural issues will be integrated throughout the course content and addressed through the readings and class discussion.

**Purpose of Course:**

Overall, the purpose of this course is to gain a comprehensive understanding of the major theories of counselling and psychotherapy, and to undertake a critical examination of their key concepts, assumptions, therapeutic goals, and techniques. Factors common to many types of psychotherapy despite differing theoretical orientations and techniques will also be considered (e.g., empathy, expectancy, therapeutic alliance).

**Learning Objectives:**

During this course students will:

- develop a comprehensive understanding of a range of therapeutic approaches, their key concepts and assumptions, and therapeutic goals and techniques.
- critically appraise the contributions and limitations of each of the therapeutic approaches in light of their social, cultural, historical and biographical contexts.
- acquire an appreciation for the evolution of thought that connects the various approaches.
- gain an appreciation for the centrality of the “therapeutic relationship” and common factors that transcend specific theories of psychotherapy.
- learn about specific techniques designed to work with maladaptive thoughts, feelings, or behaviours.
- acquire an in-depth understanding of a specific approach (or integration of approaches) to psychotherapy through hands-on interviews with practicing clinicians, and the subsequent application and integration of the relevant theoretical and empirical literatures to the interview content and experience.
- understand the ethical and legal context in which a psychologist practices, and the principles and guidelines that define the parameters of the therapeutic relationship
- become more aware of how sociological and cross-cultural factors affect the therapeutic relationship and process, and how one may build toward a culturally competent practice.

**Course Text:**

Corey, Gerald. (2012). Theory and practice of counselling and psychotherapy (9<sup>th</sup> Ed.). Pacific Grove, CA: Brooks/Cole.

**Supplementary Readings:**

Corsini, Raymond, J. & Wedding, Danny. (2011). Current Psychotherapies, Ninth Edition. Australia : Brooks/Cole, Cengage Learning.

**Evaluation:**

Assessment Method	% of Grade	Due Date
Midterm Exam	30%	October 24th
Assignment	30%	December 5 <sup>th</sup>
Final Exam (non-cumulative)	30%	To be scheduled during the exam period
Participation	10%	Throughout

**Grading Scheme:**

Letter Grade	Percentage
A+	90-100
A	80-89
B+	75-79
B	70-74
C+	65-69
C	60-64
D+	55-59
D	50-54
E	40-49
F	0-38

**Assignment/Paper Submission and Grading:**

The written assignment must be submitted at the start of the class on the due date. It is expected that the written assignment will be completed independently and with academic integrity. There will be a penalty of **3% deduction for each day late including weekend days**. In the event of circumstances beyond the individual's control (for example, due to illness or on compassionate grounds), requests for extensions must be accompanied by supporting documentation (e.g., doctor's letter). Late assignments must be handed in to Rm. 282 B.S.B. during regular work hours, and dated and signed by the administrative assistant.

All written work should be double spaced and written in accordance with the American Psychological Association publication guidelines (see the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> Ed., 2009). Individuals wishing to improve their writing skills are encouraged to visit the Centre for Academic Writing (329 South Ross). For assistance with learning how to conduct literature searches for the presentation and research paper, please contact the Scott Library to inquire about their Research Workshops - <http://www.library.yorku.ca/ccm/Home/ResearchAndInstruction/ScottWorkshops.htm>

Class members who require accommodation in teaching style or evaluation methods due to physical, learning, or psychiatric disabilities are encouraged to inform the course director as early as possible so that appropriate arrangements can be made. You may wish to contact the Counselling and Disability Services for assistance in this area – <http://www.yorku.ca/cds/>

### **Participation:**

A percentage of the grade will be based on participation which will be determined on the basis of classroom attendance, punctuality, level of participation, level of engagement while in class, depth of contributions, and active involvement in small group and experiential exercises. Disruptive side-conversations, texting, emailing, Internet surfing, and the like will adversely affect the participation grade.

### **Missed Tests/Examinations:**

The student must contact the course director or the course director's secretary within 48 hours of the missed test/exam. If you must leave a message please provide the following information: Name, student number, course, section of course, telephone number where student can be reached and best time to call back. Appropriate documentation verifying the circumstances for the missed test/exam must be provided. Failure to provide appropriate documentation will result in a grade of F for the missed test/exam.

### **Links to specific academic policies:**

York's Academic Honesty Policy and Procedures - for more information please refer to the York University Senate Policy on Academic Honesty.

<http://www.yorku.ca/univsec/policies/document.php?document=69>

Students might also wish to review the interactive on-line tutorial for students on academic integrity, at: [http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)

Course requirement accommodation for students with disabilities including physical, medical, systemic, learning and psychiatric disabilities.

<http://www.yorku.ca/univsec/policies/document.php?document=68>

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

**LAST DATE TO DROP THIS COURSE WITHOUT ACADEMIC PENALTY IS  
November 8, 2013.**

## PROPOSED LECTURE SCHEDULE

Date	Topic	Reading(s)*
September 12	Introduction – ‘Essential Ingredients’ of Psychotherapy	-Duncan, 2002
September 19	Personal, Ethical, and Cross-Cultural Issues	-Corey, Chapters 1, 2 & 3 -College of Psychologists of Ontario, 1998 - article
September 26	Psychoanalytic Therapy	-Corey, Chapter 4
October 3	Adlerian Therapy	-Corey, Chapter 5
October 10	Person Centred Therapy	-Corey, Chapter 7
October 17	Gestalt Therapy	-Corey, Chapter 8
October 24	<b>Mid-Term Exam</b>	
October 31	<b>NB: NO CLASS – Co-curricular Day</b>	
November 7	Behavioural Therapy	-Corey, Chapter 9
November 14	Cognitive Therapy	-Corey, Chapter 10
November 21	Existential Therapy	-Corey, Chapter 6
November 28	Reality Therapy	-Corey, Chapter 11
December 5	<b>Assignment Due</b> Jungian Analysis Wrap-up	-Corsini & Wedding, Chapter 4 (on reserve in library)
Exam Period December 10-23	<b>Final Exam</b>	

\*Wherever possible, links to supplementary readings are posted on the Moodle course site