

Faculty of Health
Department of Psychology
PSYC 4060 6.0 A: COUNSELLING PSYCHOLOGY
Friday/11:30-14:30/Online via Zoom – see eClass for weekly details
Fall/Winter 2021-2022

This course will be delivered online, and will include both synchronous and asynchronous elements. See “Tentative Class Format” (on page 3 of this course outline).

Due to the content of class discussions and role plays, privacy, confidentiality and respect for one another’s privacy is important. Students will be expected to be able participate with audio and video and *from a location that affords privacy for yourself and your fellow students*. If this poses any problems, contact me.

Be sure that you have Zoom installed on your computer (or whatever device you will be using) BEFORE the start of classes. See York Zoom page at: <https://yorku.zoom.us/>

Instructor and T.A. Information

Instructor: Dr. M. Sharon Armstrong
Online Office Hours: by appointment
Email: sarm@yorku.ca

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2130 3.00 (Personality)
- HH/PSYC 3140 3.00 (Abnormal Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [eClass](#)

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. **The eClass site will be your central access point for all course materials.**

Course Description

This course provides an overview of the most influential counselling and psychotherapy theories in the western world. It examines – both intellectually and experientially – a broad

spectrum of approaches to counselling and psychotherapy. Multi-cultural and ethical lenses will be applied to the examination of theories, approaches and practices.

To the extent possible in the remote learning environment, students will engage in experiential practice of skills and interventions derived from each of the counselling/psychotherapy approaches presented. These skills will include: listening and attending behaviours; basic and evocative client-centred methods and some basic components of assessment and treatment planning. Specific techniques for working with emotions, cognitions and behaviours may be included.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in counselling psychology.
2. Critically evaluate, synthesize and resolve conflicting results in counselling psychology.
3. Articulate trends in counselling psychology.
4. Locate research articles and show critical thinking about research findings in counselling psychology.
5. Express knowledge of counselling psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Specific Learning Objectives

- Students will gain an understanding of theory, practice and the philosophical underpinnings of the most influential theories of counselling in the western world today and will demonstrate their understanding in class discussion as well as in written tests and assignments.
- Critical thinking about how theory informs practice – both within and beyond what is covered in the text book and both within and beyond western practices – will be demonstrated in written assignments, class discussion and assigned exercises.
- Knowledge will be acquired and demonstrated of the ethical and multi-cultural perspectives that guide counselling & psychotherapy practices.
- Therapeutic listening, communication and empathy skills will be developed, by engaging in role plays and classroom exercises that rehearse the mechanics of current psychotherapy practices.

Required Texts

- Corey, G. (2010). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage – be sure to get the book PLUS Mindtap (ISBN: 978-0-357-71356-3) OR the digital edition that comes with MindTap (ISBN: 978-0-357-43588-5). Both of these options are less expensive than the book on its own.
- Martin, D.G. (2011). *Counseling and therapy skills* (4th ed.). Long Grove, Ill: Waveland.
- Additional readings will be assigned.

Grading Scheme and Feedback (Policy)

This is a tentative course outline, changes to the outline will be made within the first two weeks of classes and posted on eClass as per Senate policies: <http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>

Tentative Class Format (expect some modifications to this format over the term):

The format of the class will be **partly synchronous** (meaning that students will be required to “show up” and actively participate in weekly Zoom meetings) and partly asynchronous (i.e., can be done outside of class time, including readings, weekly quizzes & exercises, tests and papers). Zoom meetings and exams will be held within the 3 hour time slot in which this course is held.

Synchronous elements (time lengths are tentative & may evolve over time):

- * 90-160 minute seminar instruction, videos & class discussion – Each week you will be able to attend by opening the “Zoom Seminar” meeting on eClass.
- * 30-60 minute role-plays and/or skills practice exercises
- * (fall and winter exams will be scheduled during class time)

Asynchronous components will be found under each week’s eClass section; these will include the following:

- * Powerpoint slides of weekly lectures highlighting important elements from that week’s text chapter
- * Weekly Quizzes – note that these quizzes allow time for open-book completion in order to facilitate student’s reading of the text prior to class and they will be closed half an hour before class – NO re-takes will be permitted.
- * Class forum discussions may be used to facilitate students’ comprehension and examination of insights gained.
- * Weekly journal entries, eClass-based exercises (MindTap), and other exercises that can be done on student’s own time within the week.

Some of the links below may be useful as you negotiate this online class format:

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Attendance/Participation	End of year	10%
Fall Take Home Paper	End of fall term	14%
Fall Term Test	End of fall term	20%
Weekly Exercises (MindTap, etc.)	End of winter term	5%
Weekly Quizzes	Each quiz will be marked weekly	10%
Seminar Group Presentation	End of winter term	16%
Winter Paper	End of winter term	25%
Total		100%

Description of Assignments

Class attendance and participation (10%): Class participation will be recorded during each Zoom seminar and will be evaluated on the basis of the following:

- * **consistent seminar attendance in weekly Zoom classes**
- * **evident preparation for discussion about assigned readings**
- * **active involvement in class discussion**
- * **active participation in weekly experiential exercises, some of which will occur in class and some may be assigned as homework exercises (as part of “Weekly Exercises” component). Particularly in the second term I expect students to be engaging in active role plays in order to learn and practice some basic counselling skills.**
- * **Online Etiquette: remember that you are *not* anonymous on Zoom, whether on the main page or when you are in break-out rooms. Important tips:**
 - a. You will need to use your Passport York account and login name in order to log in. Be sure that your identity is clear to others.
 - b. Be present and respectful – if you wouldn’t say something face-to-face, don’t say it online!
 - c. Do not assume that others see things exactly the way you do. Patience, respect and the practice of compassion are crucial in this forum.
 - d. Be careful about sharing your own personal information – generally it is not a requirement of this class.
 - e. Respect the privacy of others who share their personal information and do not share outside of the class.
- * I suggest that while reading the book chapter(s)/articles and doing the quiz before each class, you prepare to make comments or to ask questions about that chapter or article in class. Keeping a weekly journal can be very helpful in this task. In the journal, you may wish to write out a brief evaluation of the chapter/article based on your thoughts and/or any questions that come to mind as you read.

Fall Take-home Paper assignment (14%): The assignment will consist of two parts to be answered in essay style in approximately 800-1000 words (~ 4 pages, double-spaced). Part I asks you to read an article by Ross & Murtha – posted on eClass – and differentiate between types of plagiarism. Part II asks for a brief critical analysis of Corey’s description “Becoming an

Effective Multicultural Counselor.” Complete instructions will be uploaded to eClass by **the first day of class** and the student’s completed assignment is due to be uploaded on eClass (Turnitin Assignment) before class time **two weeks later**. Responses are to be **written in accordance with the latest Publication Manual of the American Psychological Association**. Students are expected to work independently on this assignment.

For any students who have not done a great deal of writing to date, this is a good time to get familiar with York’s Writing Centre: <https://www.yorku.ca/laps/writing-centre/>. Students should also have on hand the latest edition of the *American Psychological Association (APA) Publication Manual*, which can be found at the library or bookstore or through the Purdue University Writing Lab which can be accessed on York’s writing centre page. In addition, there are several writing resources posted on the York Spark page: <https://spark.library.yorku.ca>.

Fall Term Test (20%): This short-answer format test will be completed at the end of the fall term and will be based on chapters and lecture slides from both the Corey and the Martin text books. I am currently considering eight chapters from the Corey text and four chapters from the Martin text for this exam. More information will be provided part way through the term, on eClass.

Weekly Quizzes (10%): These quizzes will be completed during the week prior to the class that covers the content. The purpose is to demonstrate to yourself and to me that you have read and understood the concepts and issues described in the chapter(s), which will then allow for analysis and discussion in the classroom. They are time limited but, assuming that you have already read the chapter(s) at least once, you should have sufficient time to consult your texts. These tests will be closed half an hour before class – NO re-takes will be permitted.

Weekly Exercises (5%): Periodically, I will assign MindTap exercises to be completed within a specified period, usually a week after the relevant class. Specific information will be posted on eClass.

Seminar Group Presentation (16%): Students will be required to work collaboratively in groups **of two** to prepare a seminar presentation of one hour in duration plus approximately 10-20 minutes of class discussion and questions for a **total of 65-70 minutes**. The presentation can include lecture, audiovisual material and group interaction. The presentation will be an analysis of a specific counselling approach. It will include the following: a theory-based explanation of client symptoms, thoughts, feelings and behaviours; the roles of the therapist and the client; the mechanisms of change and the format of treatment. **Presenters must choose a relevant journal article or book chapter post a link on the course eClass site one week before presentation**, so that each student in the class will have an opportunity to read the article and prepare for class discussion by the date of the presentation. **On the day of the presentation, a brief summary of the presentation (2-3 page double-spaced typed summary, or power-point note pages)** is to be provided to the professor. This can be done via email or hard copy. Both group members will be expected to contribute equally to the finished product and both will receive the same grade on the presentation.

Winter Term Paper (25%): The term paper will be a review and critical analysis of issues (e.g., debates, controversies) in the literature AND/OR current trends in the research or in the application of the psychotherapy method that you have chosen for your presentation. It will be written in accordance with the Publication Manual of the American Psychological Association 5th Edition, 2001. Papers should be 3000 words (11-13 double-spaced pages), excluding Reference page. Papers are **due to be uploaded to Turnitin on eClass two weeks prior to the presentation.**

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2021-22](#))

Missed Tests/Midterm Exams/Late Assignment

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

Turnitin Service: Students will hand in all written assignments to Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. Students will be able to access Turnitin **through the eClass** application for this course.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. **It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.**

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#).

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an

improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with ***Student Accessibility Services (SAS)*** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 4030 course at York University and are the property of the instructor, Dr. Sharon Armstrong, unless otherwise stated. You are welcome to use the material for study purposes but copying these materials that I post on eClass for distribution is not permitted.

Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

FYI: Calumet and Stong Colleges’ Student Success Programming

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- **[Orientation](#)** helps new students transition into university, discover campus resources, and establish social and academic networks.
- **[Peer Mentoring](#)** connects well-trained upper-year students with first year and transfer students to help them transition into university.
- **[Course Representative Program](#)** aims to build the leadership skills of its course reps while contributing to the academic success and resourcefulness of students in core program classes.
- **[Peer Assisted Study Sessions \(P.A.S.S.\)](#)** involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- **[Peer Tutoring](#)** offers one-on-one academic support by trained peer tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our [website](#), email scchelp@yorku.ca, and/or follow us on [Instagram](#) and [Facebook](#).

Course Schedule - Proposed Lecture Schedule will be posted on eClass