

Faculty of Health
Department of Psychology
HH/PSYC4060 E - Counselling Psychology (Full Year 2021-2022)
Wednesdays 8:30AM-11:30AM Eastern Standard Time
Online via ZOOM:
Fall/Winter 2021-2022

Please note that this course will be offered SYNCHRONOUSLY, meaning that **students are expected to attend our ZOOM classes on Wednesdays from 8:30AM to 11:30AM onclasses**, while other opportunities to work with the course material will be offered asynchronously.

Instructor: Dr. Sayyed Mohsen Fatemi

Email: smfatemi@yorku.ca

Office Hours: Based on appointment (Using Zoom Link)

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. It is the student's responsibility to be aware of any course credit exclusions. Please be sure to check the Psychology program requirements and/or consult with either the Undergraduate Psychology Department or an academic advisor.

Course website: [eClass](#)

<https://eclass.yorku.ca/eclass/course/view.php?id=51594>

Course Description:

This course will discuss, examine and provide a critical review of different approaches to psychotherapy and counselling and allow students to begin to formulate their personal view on counselling. 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 study and practice of clinical skills. The class lectures will also present the underlying epistemological and ontological components of different schools of thoughts in counseling and psychotherapy and their therapeutic implications. Along with the rigorous analysis of different perspectives on counseling and psychotherapy, the course will also provide an opportunity to discuss and practice some of the skills and interventions in counseling psychology including listening and attending behaviours; basic and evocative client-centred methods; components of assessment and treatment planning; and specific techniques for working with emotions, cognitions and behaviours. Your group discussions will also give you an opportunity to apply your knowledge in modifying other people's behavior. The combination of theory and practice will enrich our discussions and presentations. Your proactive participation in the class lectures and class discussion is an essential factor in passing the course. Our journey will be inviting, exciting, illuminating and exhilarating.

Learning Outcomes

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.

Learning Skills

- Students will read and gain an understanding of the essential components of several of the most influential theories of counselling that underlie the methods employed in North America today.
- Students will practice critical thinking about the theory and practice of counselling/psychotherapy in written assignments and in-class exercises.

- Students will become familiar with the array of counselling and psychotherapy processes that are currently practiced.
- Students will begin to develop their own therapeutic style by engaging in classroom exercises that rehearse the mechanics of some of the more common and current psychotherapy practices.
- Students will identify the philosophical foundation underlying each theory studied in class, and demonstrate how it shapes the development of theoretical constructs and models of intervention.
- Students will demonstrate the ability to convey a knowledgeable and evidence-based understanding of a specific theory of counselling not covered in class.

**Required Textbook: Theory and Practice of Counseling and Psychotherapy,
Enhanced by Dr. Gerald Corey, 10th Edition | Copyright 2017**

Extra readings and notes will be uploaded to E-class on Moodle as the occasion arises.

Wednesday Class ZOOM Meetings – Here is how it will work!

Students **will be provided with a recurring link to enter the virtual classroom via ZOOM**

The instructor will enable the “waiting room” function to ensure that only students registered in the course will be allowed entry. To that end, **students must use their proper name as their identifier.**

Once the lecture begins, the instructor will not be focused on participants accessing the waiting room so it might take quite some time prior to late-arriving students being noticed and granted access. As such, **students are expected to be in the waiting room prior to 2:30pm to be granted access quickly and to permit the class to begin ontime.**

It is **requested that students have their cameras on during discussion periods**, if possible, so that the instructor can determine if students have any questions during designated question and answer periods.

Students are asked to join the class and remain on mute to avoid as many distractions as possible, although students may turn on the mute function when asking or answering questions. Students will therefore need a stable higher-speed Internet connection and a computer with a webcam and microphone and/or a smart device with these features.

A way to determine Internet connection and speed: there are online tests, such as [Speedtest](#), that can be run.

Useful links describing computing information, resources and help for students:

[Student Guide to Moodle](#)
[Zoom@YorkU Best Practices](#)
[Zoom@YorkU User Reference Guide Computing for Students Website](#)
[Student Guide to eLearning at York University](#)

Assessments/Evaluation: (see below for full description)

Assessment (e.g. test, assignment, Exam)	% of total grade	Date of Evaluation
Class participation and mini reflections	20	Ongoing
Term Tests	40	Late November and Early April (TBD)
Personal Theory Paper	10	Early November (2021)
Individual Presentation	10	February (2022)
Peer Review	5	February (2022)
Final Paper	15	March (2022)
	100	

Turnitin Service and Moodle: 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. You will be able to access Turnitin through the Moodle application for this course. ***Please note that I will be making use of Moodle to post important information and any changes to the course – be sure to check Moodle regularly.***

Class Participation

Your proactive participation is an essential factor in your successful completion of the course.

Your consistent attendance, your active involvement in the class discussions, your mindful participation in class presentations and readings and your contributions to ideas sharing about class members' behaviour change projects would contribute to your proactive participation.

Mini-reflections (P/F; for Engagement Points)

Mini-reflections will be completed in class, and must be submitted to eClass by *11:59pm the day of class (Wednesday)*. These reflections will be based on provided questions regarding your learning and experiences throughout the course, and should take approximately 10 minutes to complete. There will be 12 mini-reflections due per term totalling 24 mini-reflections throughout the year. You will be graded on your best 10 out of 12 mini-reflections per term, meaning that if you miss up to a maximum of 2 mini-reflections per term you may still receive the full grade for the mini-reflections portion of your grade if the rest are completed successfully. However, beyond that **missed mini-reflection points cannot be made up**. Therefore, if you are unable to participate in a class beyond that, for whatever reason, you will lose the opportunity to receive marks for whatever you miss. **The mini-reflections will be worth a total of 20%.**

Term Tests

During each term, there will be one term test administered. The tests will be based on the chapters of the text book and the lectures up to the week of the tests and will be non-cumulative. All tests will be multiple choice format. These tests are designed to help students maximize their understanding of the material being covered. There is no substitute for a missed test. **The tests will be worth a total of 40%.**

Personal Theory Paper

This will be an opportunity for you to explicate your own theory of personality and counseling. Describe in your own words your view of personality, important factors that contribute to personality development and the essential features necessary to explain how we function. Try and discern the underlying assumptions of human nature. Include a discussion about what you think motivates human beings. In addition, describe your theory of counselling and show how it is related to your theory of personality. What do you think is necessary for psychotherapy to be effective? What are important factors for facilitating change? Outline what you would emphasize in therapy, the topics you feel would be important to cover and the types of information you feel you would need to have in order to work effectively with your client. Identify and define up to four core constructs that guide the way you think about psychotherapy. This can be a maximum of five pages. You may use the first person pronoun to describe your own theory. This needs to be a reflection of your own creative and critical thinking and should not be a description of an existing theory. **This paper will be worth a total of 10%.**

Individual Presentation (Film Analysis)

Each student is expected to make a presentation to the rest of the class in the second term. It is suggested that you select a movie and analyze its content through the concepts and techniques that you have learned in class. Topics and presentation dates will be

established early in the first term. You will need to have your topic and proposed readings approved. You will be expected to research your area of interest and present the material in a clear and organized manner. More specific guidelines regarding the expectations for the presentation will be discussed in class. **This presentation will be worth a total of 10%.**

Peer Review

You will be required to submit a rough draft of your Final paper by February 2022. Upon submission, you will receive drafts from other peers to review. The purpose of the peer review is to help your peer improve his/her paper. You will be evaluated on the quality of your suggestions and the thoroughness of your reading. Failure to submit a draft will result in not having the opportunity to participate in peer review and losing the mark. **This will be worth a total of 5%.** In reviewing the paper, you may want to follow the six section headings listed below.

1. What is good about the paper (in being critical, we must not forget to be encouraging and supportive as well!)?
2. Is the purpose of the paper clearly laid-out in a succinct introduction?
3. Are there any terms or concepts that need further clarification?
4. Is the evidence that the author provides to support his/her position good? Sufficient?
5. Are there other factors that the author might want to consider (other types of evidence, other points of view, etc.)?
6. Anything else that might be helpful to the author.

Write the peer review as though it were a letter to the author. Speak to him or her directly; there is no need to refer to him/her in the third person.

There is no need to summarize the work either. The author knows what he/she has written. Include in the peer review only suggestions on how to improve the paper and what you have found valuable in the work.

If you wish, the peer review can be written in bullet format (as long as you can still clearly express your suggestions to the author). I would expect that the review would be about 2-3 pages long.

Final Paper

The term paper may be an elaboration of the same topic as the individual presentation, or students can choose a different topic (with approval of the Course Director). Details will be announced in class. The paper should be written in accordance with the Publication

Manual of the American Psychological Association. Papers should be approximately 10-12 double spaced pages (2500-3000 words). **This presentation will be worth a total of 15%.**

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 90, B+ = 75 to 79, etc.)

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

Late Work/Missed Tests or Exams

Late assignments will be accepted up to one week after the deadline including weekend days. If your assignment is late, you will be deducted a late penalty of 5% per day, including weekend days. **Late assignments will not be accepted after one week of the missed deadline (35% penalty).**

Students with a documented reason for missing a deadline, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at:

<http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

If you are missing a deadline due to illness, compassionate grounds, etc., you must contact me (smfatemi@yorku.ca or smfatemi@hotmail.com) to submit documentation within 48 hours of missing the deadline in order to have your work considered for grading without a late penalty.

Important New Information Regarding Missed Tests

For any missed tests or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. [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 test/assignment.

Add/Drop Deadlines

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 March 18

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

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.

For a list of all important dates please refer to: [Important Dates](#)

Academic Integrity for Students

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

Test Banks:

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited to; buying or selling 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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources.

Policy Statement: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

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 HH/PSYC4030 E course at York University and are the property of the instructor unless otherwise stated.

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](#)

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.

Lecture Schedule

Each week I will post the week's assigned chapter(s) and topic(s) in an announcement on eClass.

Instructor's bio

Dr. Sayyed Mohsen Fatemi, Ph.D. completed his postdoctoral studies in the department of psychology at Harvard University where he has also served as a Teaching Fellow, an Associate and a Fellow.

He is a frequently published author and has been the keynote speaker of numerous international conferences.

His publications appear in Springer, Wiley, Templeton Press, Routledge, Cambridge University Press and Oxford University Press, Lexington publication, Palgrave McMillan, American Psychiatric Association, and Journals such as APA's Journal of Theoretical and Philosophical Psychology and International Journal of Clinical and Experimental Hypnosis.



In addition to teaching at Harvard, he has also taught for the department of psychology at the University of British Columbia, York University, Western Washington University, University of Massachusetts in Boston, University of Toronto, Endicott College and Boston Graduate School of Psychoanalysis.

He brings mindfulness in his psychological and therapeutic interventions and has run training and coaching programs for clinicians, practitioners and corporate people in North America, Europe and overseas. He has been practicing psychotherapy and hypnotherapy for more than a decade.

Dr. Fatemi is the recipient of the Ellen Langer international Mindfulness Award and is an active member of APA with numerous presentations at

APA annual meetings.

Furthermore, Dr. Fatemi has served as an associate professor of psychology and the chair of the Desk of North America at Ferdowsi University of Mashhad one of the top five universities in Iran.

Dr. Fatemi is also an adjunct faculty member in the Graduate Program in Psychology in the department of psychology at York University, Canada.