

**Faculty of Health
Department of Psychology
PSYC 4060 6.0 F: COUNSELLING PSYCHOLOGY
Wednesdays/2:30 – 5:30 PM/HNE 032
Fall & Winter/2021-2022**

This is an in-person class (Health, Nursing and Environmental Science Building)

Instructor and T.A. Information

Instructor: Tifrah Warner, Ph.D.

Office Hours: by appointment

Email: tifrahw@yorku.ca

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)

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 site will be your central access point for course materials.

Course Description

This course looks at the field of counselling and psychotherapy from 3 perspectives: conceptual framework, intervention strategies, and the therapist's standpoint. Both traditional and emerging approaches will be covered. Additionally, one class will be devoted to the research issues specific to this field.

The grading scheme of this course 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 scholastic report.

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

Learning will be accomplished through multiple means, including:

- Weekly analytical summaries of each of the approaches covered.
- Class discussions.
- Writing an analytical Report on an assigned psychotherapeutic approach.
- Keeping a self-nurture journal.
- Working with a team.

Required Text

- **Current Psychotherapies**, 10th edition, (2014) or 11th edition (2019), Wedding D & Corsini R. J. (eds.), Brooks/Cole
- Course Kit

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Option 1		
4 multiple- choice exams	Oct. 20, Dec. 1, March 2, April 6	60%
16 weekly class prep assignment	every class	10%
Self-observation research journal:1 & 2	Nov. 17, March 23	15%
Scholastic competence	randomly assigned	
▪ Team review game		2.5% (P/F) *
▪ Report		10.0% (E/P/F) *
▪ Presentation		2.5% (P/F) **
Option 2		
To be selected before mini-exam1		
4 multiple- choice exams	Oct. 20, Dec. 6, March 2, April 6	30%
16 weekly class prep assignment	every class	10%
Self-observation research journal:1 & 2	Nov. 17, March 23	15%
Scholastic competence	randomly assigned	
▪ Team review game		2.5% (P/F) *
▪ Report		10.0% (E/P/F) *
▪ Presentation		2.5% (P/F) **
Paper	Jan. 19	30.0%

All assignments need to be handed in a hardcopy for marking

Rubric

*

E/P/F

E = Exceptional = 100%

P = Pass = 80%

F = Fail = 0%

5 Aspects of the assignments are evaluated:

Content

Due date

Length

Writing

Layout

Exceptional = exceeding requirements

Pass = at least 4 of the above requirements are fulfilled

Fail = requirements are partly or poorly fulfilled

**

P/F

P = pass = 100%

F = fail = 0

Description of Assignments

4 exams

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

Weekly 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).
- The assignments will analyze the reading in terms of:
 - The theoretical perspective
 - The Intervention
 - The Therapist

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.

- **Self-nurture activities**
 - are to be selected every week from a different category from a table provided in the course syllabus.
- **Journal sections:** There are 4 sections, including weekly entries.
- **An assessment of state of mind** follows 5 10-point scale questions.
- **Journal's activities** are carried out for 8 weeks in the Fall semester & 10 weeks in the Winter semester

Demonstration of scholastic competence

This is measured in 3 ways:

1. Working with a team to develop an activity or game
2. Writing an analytical report on a psychotherapeutic approach
3. Presentation of the report

Details about the assignments are posted on eClass.

Class Format and Attendance Policy

This is an interactive seminar class,

Attendance is not required, but... students are responsible for the content covered in class in addition to required readings.

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

All written assignments and papers are uniquely tailored to this course.

Electronic Device Policy

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:

- 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
- *Psychological Science*, online, 2014. Taking notes by hand and conceptual understanding
- Learning variables, in-class laptop multitasking and academic performance: A path analysis [Zhang, Weiyu. Computers & Education Vol. 81.](#) (Feb 2015): 82-88. DOI:10.1016/j.compedu.2014.09.012
- To ban or not to ban? The effect of permissive versus restrictive laptop policies on student outcomes and teaching evaluations [Elliott-Dorans, Lauren R. Computers & Education](#)

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 4060 G course at York University and are the property of the instructor unless otherwise stated. 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.

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