

**Faculty of Health
Department of Psychology
PSYC4060 6.0 Section H
Counselling Psychology
Wednesdays 5:30-8:30pm / Online via Zoom
Fall/Winter 2021-2022**

INSTRUCTOR INFORMATION

Instructor: Dr. Tali Boritz

Office: Behavioural Sciences Building (BSB) 108C

Office Hour: By appointment only

Email: tboritz@yorku.ca

COURSE PREREQUISITES

HH/PSYC 1010 6.00, with a minimum grade of C; HH/PSYC 2030 3.00; one of HH/PSYC 2021 3.00, HH/PSYC 2020 6.00; HH/PSYC 2130 3.00; HH/PSYC 3140 3.00. Students must be in an Honours program in Psychology and have completed at least 84 credits. *NOTE: Course prerequisites are strictly enforced.*

CREDIT EXCLUSIONS

HH/PSYC 4061 3.00, HH/PSYC 4062 3.00, GL/PSYC 4250 3.00.

COURSE WEBSITE

<https://www.yorku.ca/eclass/>

All course-related materials will be posted to eClass, including the **syllabus, lecture slides, assignments, grades, and links to readings and therapy videos**. I will also post **announcements** to the course website. Please check the course page regularly for these announcements, especially before class any assignment due dates.

COURSE DESCRIPTION

This course provides an introduction to different approaches to counselling and psychotherapy. This course will provide students with a critical review of theoretical approaches to psychotherapy, common factors of therapeutic change, and an introduction to the foundational skills and techniques used in counselling and psychotherapy. The first half of the course will include lectures, class discussion, and videos to help stimulate learning of therapeutic approaches. The second half of the course will include brief lectures, clinical skill development, experiential exercises, and student presentations on various topics recommended by the course director and chosen by the student. Students are encouraged to come prepared to discuss and reflect upon the course content and engage in role-playing and experiential exercises.

This seminar has both synchronous and asynchronous components. Weekly lectures on each topic are pre-recorded and will be available via eClass (approximately 1.5 hours). Discussions, class activities, video demonstrations, group presentations and skill-building exercises will occur during scheduled class times via zoom (approximately 1.5 hours). **All students are expected to attend all Zoom seminars during scheduled class times.** Students are expected to have listened to the relevant lecture and completed reading material and weekly assignment prior to the zoom meeting during scheduled class times. Attendance is taken during scheduled zoom classes. Students are expected to be available via both video and audio, and are encouraged to attend with videos on to create an atmosphere of collegiality, engagement, and safety.

SPECIFIC COURSE LEARNING OBJECTIVES

This course aims to help students describe the history, theoretical foundations, and key features of several theoretical approaches to counselling and psychotherapy; compare and contrast specific psychotherapies in terms of treatment targets, goals, and features; explain the concepts of specific and common factors, and how they relate to empirical treatment research and clinical practice; identify and develop foundational counselling and psychotherapy skills and techniques.

PROGAM 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.

REQUIRED TEXTBOOK

Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action (5th Edition)*. Washington, DC: American Psychological Association.

Hardcopies of the textbook are available for purchase at the York University Bookstore. The e-book is available for purchase via <https://www.apa.org/pubs/books/4311039>. A hardcopy of the textbook will be available on reserve at the York University Library. *NOTE: In addition to the textbook, there are required selected readings that can be accessed via eClass. See page 7 for full list.*

COURSE REQUIREMENTS AND ASSESSMENT

Assessment	Weighting	Date of Evaluation
Test 1	20%	Based on lectures/course materials from Weeks 1-5 Distributed on October 19 at 5:30pm EDT DUE on October 20 at 5:30pm EDT
Test 2	20%	Based on lectures/course materials from Weeks 8-12 Distributed on December 1 at 5:30pm EST DUE on December 2 at 5:30pm EST
Test 3	20%	Based on lectures/course materials from Weeks 14-21 Distributed on March 9 at 5:30pm EST DUE on March 10 at 5:30pm EST
Group Presentations	20%	March 16-30
Participation	20%	Throughout

DESCRIPTION OF ASSIGNMENTS

(A) Test 1 (20% of final course grade)

Linked to learning outcomes 1 and 2

Test 1 will involve critical analysis a therapy video. Test 1 will consist of 3 short essay questions about the therapy video based on lectures, readings, and course materials covered from Weeks 1-5. **This online timed test will be posted to eClass on Wednesday, October 19, 2021, at 5:30pm EST.** The

test is designed to take approximately 3 hours; however, all students will have a full 24 hours to complete the test. You will submit your completed tests via eClass **by Thursday, October 20, 2021, at 5:30pm EST**. The missed test policy for this course is like what we would expect for an in-person test: if no test is submitted by the deadline, it will be considered a missed test and assigned a grade of zero unless you provide proper documentation to explain your absence. **Late submissions will not be accepted.**

B) Test 2 (20% of final course grade)

Linked to learning outcomes 1, 2, 3, & 5

Test 2 will involve a critical analysis of a case study. Test 2 will consist of 3 short essay questions about the case based on lectures, readings, and course materials covered from Weeks 8-12. **This online timed test will be posted to eClass on Wednesday, December 1, 2021, at 5:30pm EST.** The test is designed to take approximately 3 hours to complete; however, all students will have a full 24 hours to complete the test. You will submit your completed tests via eClass **by Thursday, December 2, 2021, at 5:30pm EST**. The missed test policy for this course is like what we would expect for an in-person test: if no test is submitted by the deadline, it will be considered a missed test and assigned a grade of zero unless you provide proper documentation to explain your absence. **Late submissions will not be accepted.**

C) Test 3 (20% of final course grade)

Linked to learning outcomes 1 & 5

Test 3 will involve a critical analysis of a therapy transcript. Test 3 consist of 3 short essay questions based on lectures, readings, and course materials covered from Weeks 14-21. **This online timed test will be posted to eClass on Wednesday, March 9, 2022, at 5:30pm EST.** The test is designed to take approximately 3 hours to complete; however, all students will have a full 24 hours to complete the test. You will submit your completed tests via eClass **by Thursday, March 10, 2022, at 5:30pm EST.** The missed test policy for this course is like what we would expect for an in-person test: if no test is submitted by the deadline, it will be considered a missed test and assigned a grade of zero unless you provide proper documentation to explain your absence. **Late submissions will not be accepted.**

D) Class Presentations (20% of final course grade)

Linked to learning outcomes 1, 2, 3, 4, 6, & 7

In groups of 2-3, students will present on a specific counselling and psychotherapy techniques. The presentation length will be 30 minutes in length. Groups will present briefly on the theoretical model the technique is drawn from, the rationale for using the technique, steps for implementing the technique in psychotherapy sessions, and then demonstrate or facilitate class practice of the technique. Complete instructions for the group presentations will be posted to eClass. Group presentations will take place between **March 16-30, 2022.**

E) Participation (20% of final course grade)

Linked to learning outcomes 1, 2, 5 & 6

Student participation will be assessed throughout the course. Each week, students will be asked to submit a brief weekly response to a **reflection survey that can be found on eClass**. Students will be assigned (+) or (-) based on the submission of weekly reflection assignments. Empty submissions will not be counted. These surveys will be used to inform class discussions and your final reflection papers. Weekly reflections are one week after the weekly scheduled lecture; after that, the survey portal for that lecture will be closed. Students will also be evaluated on seminar attendance, active involvement in class discussion and experiential exercises, depth and quality of contribution, and preparedness for the lectures.

GRADING

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.). Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles. (For a full description of York grading system see the York University Undergraduate Calendar: <https://calendars.students.yorku.ca/2021-2022/grades-and-grading-schemes>)

MISSED TESTS/LATE ASSIGNMENT

You will have 24 hours to complete each of the Term Tests. **No tests will be accepted after the 24-hour test period has passed unless an academic accommodation has been explicitly granted by the course instructor.** There will be no make-up tests. If you miss a test without a legitimate excuse, you will receive a mark of zero. If you are able to provide legitimate documentation of your absence, then your other test grades will be re-weighted to account for the missed test. For any missed test or late assignment, students **MUST** complete the [HH PSYC: Missed Tests/Exams Form](#), which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID19, an Attending Physician's Statement (APS) is not required, however, a legitimate reason (i.e., significant illness, death in the family) for missing or being late for an evaluated component in the course must be provided. You must notify the Course Director within 24 hours of the due date for consideration, along with providing a reason for consideration of late assignment. 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.

ATTENDANCE POLICY

Attendance in this course is mandatory. Absences will result in a deduction of participation marks, unless supporting documentation for absence is provided.

CONTACT

All communication should be sent via York University email addresses only. Please include "PSYC4060" in the subject line. If you would like to meet during office hours to discuss matters concerning the course, please email me to schedule an appointment.

ADD/DROP DEADLINES

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

Important dates (selected)	Fall (F)	Year (Y)	Winter (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
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 "W" on the transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - Apr. 10	March 19 - Apr. 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 ACADEMIC INTEGRITY AND PLAGIARISM DETECTION

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

Potential offences include, but are not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
 - Working in groups on assignments that are supposed to be individual work.
 - Having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as their own without your permission.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.
- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. Additionally, you must include a signed Academic Integrity Checklist with your tests. If you do not include the statement, your work will not be graded. The Academic Integrity Checklist will be posted to eClass.

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.

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/>

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](#).

STUDENT WELL-BEING RESOURCES

BounceBack Ontario offers a free skills-building program in two forms of support: online videos and telephone coaching sessions with guided workbooks. A complete list of mental health and wellness resources available at York can be found on the University’s Mental Health and Wellness website: <https://mhw.info.yorku.ca/>.

COURSE MATERIALS COPYRIGHT INFORMATION

These course materials are designed for use as part of the Psych 4060H 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. 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](#)

USEFUL LINKS AND RESOURCES FOR ONLINE LEARNING

Student Guide to eClass: <https://thelp.yorku.ca/student-guide-to-moodle>

Computing for Students Website <https://student.computing.yorku.ca/>

Student Guide to eLearning at York University <http://elearning-guide.apps01.yorku.ca/>

Learning Skills Services: <https://lss.info.yorku.ca/online-learning/>

Zoom@YorkU User Reference Guide:

<http://staff.computing.yorku.ca/wpcontent/uploads/sites/3/2012/02/Zoom@YorkUUser-Reference-Guide.pdf>

Zoom@YorkU Best Practices:

<https://staff.computing.yorku.ca/wpcontent/uploads/sites/3/2020/03/Zoom@YorkUBest-Practicesv2.pdf>

COURSE SCHEDULE

Date	Topic	Assignments
Week 1: September 8	Course Overview / History of Counselling and Psychotherapy	Chapter 1 (text)
Week 2: September 15	Psychoanalytic and Psychodynamic Approaches	Luyten et al. (2015) Shedler (2010)

Week 3: September 22	Humanistic and Experiential Approaches: Client-Centred Therapy / Emotion-Focused Therapy	Rogers (2007/1957) / Pos et al. (2008)
Week 4: September 29	Behavioural Approaches I: Behaviour Therapy / Cognitive-Behaviour Therapy	Beck et al. (2018)
Week 5: October 5	Behavioural Approaches II: Dialectical Behaviour Therapy	Linehan & Wilks (2015)
Week 6: October 13	<i>Reading Week</i>	
Week 7: October 20	Test 1	
Week 8: October 27	Psychotherapy Integration / Evidence-Based Practice	Westen et al., (2004)
Week 9: November 3	Case Formulation / Cultural Competence	Eells & Lombart (2011) Chapter 4 (text)
Week 10: November 10	Common Factors I: Therapeutic Relationship	Wampold (2015) Safran & Muran (2000)
Week 11: November 17	Common Factors II: Client and Therapist Effects, Stages of Change, Principles of Change	McAleavey et al. (2019) Goldfried, 2019
Week 12: November 24	Ethical Issues in Psychotherapy	CPA Code of Ethics
Week 13: December 1	Test 2	
Week 14: January 12	Introduction to counselling and psychotherapy skills	Chapters 2 & 3
Week 15: January 19	Skills for providing support	Chapters 5 & 6
Week 16: January 26	Skills for exploring nonaffective content, thoughts, narrative and stories	Chapter 7
Week 17: February 2	Skills for exploring feelings	Chapter 8 & 9
Week 18: February 9	Skills for fostering awareness	Chapters 10 & 11
Week 19: February 16	<i>Reading Week</i>	
Week 20: February 23	Interpretive skills	Chapter 12
Week 21: March 2	Skills for processing the therapeutic relationship	Chapters 13 & 14
Week 22: March 9	Test 3	
Week 23: March 16	Specific interventions: Group presentations	Chapter 15
Week 24: March 23	Specific interventions: Group presentations	Chapter 16
Week 25: March 30	Specific interventions: Group presentations	Chapter 17
Week 26: April 6	Summary and Wrap-Up	Chapter 18
<i>Note. Drop deadline: Last day to drop course without receiving a grade Feb 11, 2022.</i>		

REQUIRED READINGS AND SUPPLEMENTAL VIDEOS

Week 1: Introduction to Course and History of Psychotherapy

Hill textbook – Chapter one: Introduction to helping (pp. 1-26)

Week 2: Psychoanalysis and Psychodynamic Therapies

Luyten, P., Mayes, L., Blat, S., Target, M., & Fonagy, P. (2015). Theoretical and empirical foundations of contemporary psychodynamic approaches. In Luyten, P., Mayes, L., Fonagy, P., Target, M., &

Blatt, S. (Eds.), *Handbook of Psychodynamic Approaches to Psychopathology* (pp. 3-26). The Guilford Press.

Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist*, 65(2), 98–109.

Supplemental Video: Dr. Jeremy Safran doing Relational Psychodynamic Therapy

<https://psyctherapy-apa-org.ezproxy.library.yorku.ca/apa/view/777700257-001>

Week 3: Client-Centred Therapy and EFT

Rogers, C. (2007/1957). The necessary and sufficient conditions of therapeutic personality change. *Psychotherapy: Theory, Research, Practice, Training*, 44, 3, 240–248.

Supplemental Video: Dr. Carl Rogers doing Client-Centred Therapy (min 1-30):

<https://www.youtube.com/watch?v=NFT89grAUOI>

Pos, A., & Greenberg, L. (2007) Emotion-focused therapy: The transforming power of affect. *Journal of Contemporary Psychotherapy*, 37(1), 25-31

Supplemental Video: Dr. Sandra Paivio doing EFT (min 1-30):

<https://psyctherapy-apa-org.ezproxy.library.yorku.ca/Title/777700544-001>

Week 4: Behavioural Therapy and CBT

Beck, A., & Weishaar, M. (2018). Cognitive therapy. In, Corsini, R., & Wedding, D. (Eds), *Current Psychotherapies*, 11th Edition (pp. 230-264). Belmont, CA: Brooks/Cole.

Supplemental Video: Dr. Marty Antony doing CBT (min 1-30):

<https://psyctherapy-apa-org.ezproxy.library.yorku.ca/Title/777700211-001>

Week 5: DBT

Linehan, M. M., & Wilks, C. R. (2015). The course and evolution of dialectical behavior therapy. *American Journal of Psychotherapy*, 69(2), 97-110.

Supplemental Video: Dr. Alex Chapman doing DBT (min 1-30):

<https://psyctherapy-apa-org.ezproxy.library.yorku.ca/Title/777700475-001>

Week 6: Reading Week

No Readings

Week 7: Test 1

No Readings

Week 8: Psychotherapy Integration and Evidence-Based Practice

Weston, D., Novotny, & Thompson-Brenner. (2004). The Empirical Status of Empirically Supported Psychotherapies: Assumptions, Findings, and Reporting in Controlled Clinical Trials. *Psychological Bulletin*, 130, 4, 631–663.

Week 9: Case Formulation and Cultural Competence

Eells, T. D., & Lombart, K. G. (2011). Theoretical and evidence-based approaches to case formulation. In P. Sturmey & M. McMurrin (Eds.) (pp. 3-32), *Forensic case formulation*. Chichester, UK: John Wiley & Sons.

Hill textbook – Chapter four: Cultural awareness (pp. 67-86)

Week 10: Common Factors I

Muran, J. C. & Safran, J. D. (1998). Negotiating the therapeutic alliance in brief psychotherapy: An introduction. In J. D. Safran & J. C. Muran (Eds.), *The Therapeutic Alliance in Brief Psychotherapy* (pp. 1-14). American Psychological Association Publications.

Video examples of Alliance Ruptures and Repairs:

<https://www.youtube.com/watch?v=nblFvpbetoE>

https://www.youtube.com/watch?v=qYgF_e4EQQ

<https://www.youtube.com/watch?v=vRBXYm3KuJU>

https://www.youtube.com/watch?v=YJflzedS_DU

Week 11: Common Factors II

McAleavey, A., Xiao, H., Bernecker, S., Brunet, H., Morrison, N., Stein, M. Youn, S., Castonguay, L., Constantino, M., & Beutler, L. (2019). An updated list of principles of change that work. In L. Castonguay, M. Constantino, & L. Beutler (Eds.), *Principles of Change: How Psychotherapists Implement Research in Practice* (pp. 13-40). Oxford University Press.

Goldfried, M. (2019). Obtaining consensus in psychotherapy. What holds us back? *American Psychologist*, 74, 4, 484-496.

Week 12: Ethical Issues in Psychotherapy

Canadian Psychological Association Code of Ethics (2017):

http://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

Week 13: Test 2

No Readings

Week 14: Introduction to Counselling and Psychotherapy Skills

Hill textbook – Chapter 2: A Model of the Helping Process (pp. 27-50)

Hill textbook – Chapter 3: Self-Awareness (pp. 51-63)

Week 15: Skills for Providing Support

Hill textbook – Chapter 5: Overview of the Exploration Stage (pp. 87-105)

Hill textbook – Chapter 6: Skills for Providing Support (pp. 107-128)

Week 16: Skills for Exploring Nonaffective Content, Thoughts, Narrative and Stories

Hill textbook – Chapter 7: Skills for Exploring Nonaffective Content, Thoughts, Narrative and Stories (pp. 129-150)

Week 17: Skills for Exploring Feelings

Hill textbook – Chapter 8: Skills for Exploring Feelings (pp. 151-176)

Hill textbook – Chapter 9: Integrating the Skills of the Exploration Stage (pp. 177-204)

Week 18: Skills for Fostering Awareness

Hill textbook – Chapter 10: Overview of the Insight Stage (pp. 205-226)

Hill textbook – Chapter 11: Skills for Fostering Awareness (pp. 227-250).

Week 19: Reading Week

No Readings

Week 20: Interpretive Skills

Hill textbook – Chapter 12: Interpretive Skills (pp. 251-278)

Week 21: Skills for Processing the Therapeutic Relationship

Hill textbook – Chapter 13: Skills for Processing the Therapeutic Relationship
(pp. 273-294)

Hill textbook – Chapter 14: Integrating the Skills of the Insight Stage (pp. 295-316).

Week 22: Test 3

No Readings

Week 23: Specific Interventions – Group Presentations

Hill textbook – Chapter 15: Overview of Action Stage
(pp. 317-353)

Week 24: Specific Interventions – Group Presentations

No Readings

Week 25: Specific Interventions – Group Presentations

No Readings

Week 26: Summary and Wrap-Up

No Readings