

Faculty of Health
Department of Psychology
PSYC 4061 3.0 M: THEORETICAL APPROACHES TO COUNSELLING AND PSYCHOTHERAPY
Tuesdays/8:30am to 11:30am/In-person classes, Ross South rm. 133
Winter/2022

The entire course will be delivered in-person with no accommodations (i.e., lectures are not recorded) made for students who cannot attend lectures. Lecture slides will be posted on the course website before each class.

Instructor and T.A. Information

Instructor: Jennifer Lewin
Office Hours: Tuesdays by appointment via Zoom
Email: jlewin@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 site will be your central access point for course materials.

Course Description

This course provides an overview of key theoretical aspects for some of the major counselling/ psychotherapeutic paradigms. The goal of this course is to introduce students to different theoretical approaches to counselling and psychotherapy and provide them with opportunities to critically examine and reflect on the theoretical and technical (i.e., specific treatment interventions) similarities and differences between them. Key differences in theory and practice among various psychotherapy paradigms will be highlighted by the use of a case study. Students will also begin to critically evaluate and reflect on their own values, biases, and personal preferences in relation to

these various theoretical approaches through written work, class discussions based on journal articles, and class activities.

Program Learning Outcomes

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

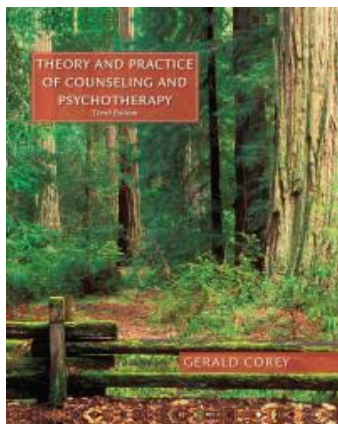
1. Demonstrate in-depth knowledge in theoretical approaches to counselling and psychotherapy.
2. Critically evaluate, synthesize and resolve conflicting results in theoretical approaches to counselling and psychotherapy .
3. Articulate trends in theoretical approaches to counselling and psychotherapy.
4. Locate research articles and show critical thinking about research findings in theoretical approaches to counselling and psychotherapy.
5. Express knowledge of theoretical approaches to counselling and psychotherapy 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

1. Case studies & in-class exercises will be used to highlight similarities and differences in theory and practice among various psychotherapy paradigms
2. Students will have the opportunity to critically evaluate their own values, biases, and personal preferences in relation to various theoretical approaches

Required Text

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*, **10th** edition. Belmont, CA: Brooks/Cole.



Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Test 1	March 1, 2022	23%
Group Presentations	Feb. 1 to April 5, 2022	15%
Presentation Discussant	Feb. 1 to April 5, 2022	5%
Theory Paper	March 29, 2022	24%
Participation	Throughout course	10%
Take-Home Test	Due during final exam period	23%
Total		100%

Description of Course Requirements

A. TEST 1

Date: Tuesday, March 1, 2022

Time to write: 3 hours

Worth: 23% of final grade

Test 1 will consist of 65 to 85 multiple-choice questions, short answer questions based on lecture material (lectures 1 to 6; including videos shown in class), textbook readings, articles assigned and discussions in class. Testing will take place in-person, in class. Further information regarding Test 1 will be discussed in class once the course starts and updates will be provided under “Course Announcements” on the course website.

B. GROUP PRESENTATIONS

Presentation length: 30 to 35 minutes

Discussion post-presentation: 20 to 25 minutes

Group size: 4 to 5 people

Presentation article due: 1 week *before* presentation

Presentation slides due: the night *before* presentation

Worth: 15% of final grade

The list below provides the topics and dates from which to choose your presentation. Class presentations will be 30 minutes in length – this is a strict guideline; your presentation needs to fall within this time frame. You will be given a two-minute warning and you will be cut off to move onto a 20-to-25-minute discussion period where students (and instructor) will be able to ask questions. Class presentations will be a group effort, with groups consisting of a maximum of 5 people. Short excerpts of video material or other visual aids may be used *if applicable* to your topic and *if they add value to your presentation*.

As part of the evaluation of your presentation, each group will be asked to provide one article to all class members *one week before* your presentation that will provide students with some background information and will help to orient them to your topic. As such, one group member will need to email the article to me (instructor) one week before, so that I can post it on the course website. The article that you choose will be evaluated in terms of the appropriateness and relevance to your presentation, as well as how informative it is to classmate’s understanding of this therapeutic approach. Additionally, the coherence and integration of your

article into your presentation will be assessed. Each group will also need to send your presentation slides to the instructor by 7pm, the day before you present (so I can post slides on course website). Further guidelines regarding presentations will be discussed in class. Group presentations will be worth 15% of your final grade.

Marking Rubric for Group Presentations (out of 100 marks)

Content – appropriateness of article/reading and how effectively it is incorporated into the presentation/content is appropriate (i.e., at the level) for a 4 th year seminar course, encourages class discussion on topic	/25
Organization/Coherence - presentation sequence is easy to follow, flows well, which includes presentation slides such as amount of content on them	/15
Clarity - effectively communicate concepts to audience, demonstrate understanding of topic and material from the assigned reading	/20
Engagement - delivering information in interesting manner, which includes presentation style (e.g., eye contact, enthusiasm, etc.) & quality of presentation slides (e.g., effective visuals)	/20
Post-presentation discussion - effectiveness at answering questions & generating class discussion	/15
Finishes presentation on time (between 30 to 35 minutes)	/5

The following are the presentation topics and dates (they are also located in the course schedule).

Presentation Date	Topic
February 1, 2022	Existential Therapy
February 8, 2022	Motivational Interviewing
March 8, 2022	Applied Behavioural Analysis (for kids)
March 15, 2022	Eye Movement Desensitization Reprocessing (EMDR) Therapy
March 22, 2022	Schema Therapy
March 29, 2022	Mindfulness Based Cognitive Therapy (MBCT)
April 5, 2022	Family Systems Therapy (or Narrative Therapy)

C. THEORY PAPER/ESSAY

Due Date: Tuesday, March 29 via Turnitin by 11:59pm

Length: 7 to 8 pages, typed, 1-inch margins, 12 font, double spaced pages, not including title page, abstract, or reference list

Format: APA style (7th edition)

Worth: 24% of final grade

***There will be a 5% deduction per day that your paper is handed in after the set deadline.**

Your paper will be based on your presentation topic however *I do not want a complete regurgitation of your presentation in written form*. Instead, for your paper, I want you to address a **current controversy** or to engage in a **critical analysis** on your topic and identify your stance on the issue. In other words, I want you to take what is likely a small aspect of your presentation (or may not even mention in your presentation, and greatly expand and explore this particular issue. Overall, your goal will be to provide a sensible and convincing position on a **current controversy or engage in a critical analysis** (e.g., *psychotherapy outcome paper comparing effectiveness of your therapy approach to another model for a particular clinical population*) regarding your presentation topic. In this way, those of you in the same group will not all be writing on the same issue, and you will be able to put more energy into researching the particular issue you find most compelling about your topic. Each group member is expected to submit their own *unique paper* that is completed *independently* from other classmates.

The paper is due on Tuesday, March 29 1st via Turnitin on eClass by 11:59pm. The paper is to be 7 to 8 pages in length (double spaced, one-inch margins). *Please note:* the page length indicated **does not include** the title page, abstract, or reference page. APA style (7th edition) is to be used and will be factored into your grade on the paper. Also, you are **required to reference at least 5 recent (i.e., last 10 years) peer reviewed journal articles** (although do not limit yourself if you wish to reference more articles). *Please note:* grammar and spelling will also be evaluated and will factor into your grade on the paper. It is not a requirement; however, I am happy to and would encourage you to briefly discuss your topic and thesis with me.

Marking Rubric for Theoretical Paper (out of 100 marks)

Abstract – provide a succinct paragraph that captures all APA abstract elements	/5
Introduction & Thesis Statement – provide concise, relevant intro, clearly stating what you will be discussing in your paper & <i>your position</i> regarding the controversial issue or critical analysis	/15
General content - depending on topic, e.g., provide history, summary of theory of therapy, background information on topic that is necessary, relevant and adequate in amount	/10
Critical Analysis (body of paper) – restate thesis, quality of analysis & critical evaluation; use of at least 5 peer-reviewed journal articles	/35

Conclusion – quality of summary of arguments, & captures all APA conclusion elements (e.g., no new information (e.g., new research) should appear in conclusion)	/10
APA format – properly cited articles throughout the paper; APA formatted title page, abstract, & reference page, effective & correct use of headings	/10
Overall Evaluation of Presentation of Arguments – are the arguments presented in a compelling, persuasive manner, clear organization of content; effectively guides the reader with a logical sequential flow; quality of writing ability/style, correct grammar/spelling throughout paper	/15

D. PARTICIPATION

Length: throughout the whole course

Worth: 10% of final grade

The expectation for this course is that you will attend all lectures and engage with the course material. Student participation will be examined in a number of ways during the course. For example, class discussion will be encouraged – sharing your opinions and reflections on course material, journal articles, and some class exercises will really help you to learn course material at a deeper level and hopefully will lead to lively discussions. Additionally, particular attention will be paid to attending and engaging with student presentations. In order to participate, make sure to read journal articles before the lecture and join in the class discussion.

E. PRESENTATION DISCUSSANT

Due: February 1, February 8, March 8, 15, 22, 29, April 5, 2022

Worth: 5% of final grade

For each group presentation, 4 to 5 students who are not presenting on that day will act as “discussants”. Each discussant must email four discussion questions (two based on the article and two based on the presentation) at the end of the class. Discussants will help to lead the discussion following the presentation by noting points of interest and developing questions from the presentation and from the article assigned by the group. In addition, discussants are expected to submit a brief 1 page summary highlighting the strengths and weaknesses of the article at the end of the class where they were a discussant. Further details and guidelines for discussants will be discussed in class. Your role as discussant is worth 5% of your final grade.

F. TAKE HOME TEST 2

Date Take-Home Test is posted on eClass: Saturday, April 2, 2022

Due Date: during exam schedule

Worth: 23% of final grade

The take-home Test will be posted on the course website on Saturday, April 2, 2022. The final take home test will involve applying concepts/knowledge that you have accumulated over the *entire course* to questions based on case studies provided. That said, for some of the questions, there will be a greater emphasis on course material in the latter half of the course (i.e., lectures 7 to 11). More details regarding the take-home test will be provided during lecture 1 and closer to when the test is posted on eClass.

Class Format and Attendance Policy

Classes will involve lecture with class discussion. Students are expected to attend all seminar classes. Attendance will make up a portion of your participation grade. There is no “make-up” for a missed class. If a student must miss a class, it is expected that the student will read the chapter(s)/article(s) for that week in order to facilitate learning and prepare for tests.

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](#)

	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Jan. 23
Last date to add a course with permission of instructor (also see Financial Deadlines)	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	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

The university has subscribed to the Turnitin service which helps professors identify internet plagiarism and helps students maintain academic integrity. The work submitted by you in this course will be submitted through Turnitin via eClass.

Electronic Device Policy

This course will be delivered in-person. Electronic devices are permitted during class time for course-related purposes.

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

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 PSYC4061M 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](#).

TENTATIVE Course Schedule***

Date	Lecture Topic	Readings
January 11, 2022	Introduction & Psychotherapy Integration	Chapters 1, 2, & 15
January 18, 2022	Psychoanalysis	Chapter 4
January 25, 2022	Psychoanalysis continued	Chapter 4 + assigned readings
February 1, 2022	<i>Existential Therapy presentation/Person-Centred Therapy</i>	Chapter 7 + assigned reading
February 8, 2022	<i>Motivational Interviewing presentation/Person-Centred Therapy continued</i>	Chapter 7 + assigned reading
February 15, 2022	Gestalt + Emotion-Focused Therapy	Chapter 8 + assigned readings
February 22, 2022	READING WEEK – no classes!	
March 1, 2022	*** TEST 1 ***	Includes: Chapters 1, 2, 4, 7, 8, and 15, plus six assigned readings AND lecture 1 to 6 material, including videos
March 8, 2022	<i>Applied Behavioural Analysis (kids) presentation/Behaviour Therapy</i>	Chapter 9
March 15, 2022	<i>EMDR presentation/Cognitive Therapy</i>	Chapter 10 + presentation article
March 22, 2022	<i>Schema therapy presentation/CBT continued, REBT</i>	Chapter 10 + presentation article

March 29, 2022	<i>Mindfulness Based Cognitive Therapy presentation/Acceptance & Commitment Therapy (ACT)</i>	Presentation article
April 5, 2022	<i>Family Systems (or Narrative Therapy) presentation/ACT continued</i>	Presentation articles
EXAM PERIOD (April 12 to 29)	*** TAKE-HOME TEST ***	

*Assigned readings (which will consist of various journal articles, book chapters, etc.) will be posted ahead of lectures on eClass for students to have time to read the material.

**Please be aware that course schedule/readings are subject to change prior to course starting. Please look to course announcements and updates on eClass for any changes.