INSTRUCTOR: Dr. Leah Zalan, Ph.D., C. Psych.

lzalan@yorku.ca (please allow 24 hours for a response)

This class will be in person. Lectures will not be recorded to accommodate for missed classes.

OFFICE HOURS: Email me, meetings with me via zoom

COURSE TIME: Mondays 2:30-5:30

Please note:
**This course syllabus may be subject to change. Students will be notified in class and on the course website of such changes**

Dr. Zalan's role in this course is that of teacher/instructor, and is not considered to be a student's clinician or clinical assessor.

Textbook:

This class endeavours to foster an environment that promotes equity, diversity, and inclusion. Please see the following for more information and resources: College of Psychologists of Ontario. Equity, Diversity and Inclusion (EDI): https://cpo.on.ca/about-cpo/equity-diversity-and-inclusion/

GRADING
In-class participation........................................................................................................ 20%
Presentations .................................................................................................................. 25%
Midterm 1....................................................................................................................... 20%
Midterm 2....................................................................................................................... 30%
Attendance at the Barbara Wand Seminar and question/comment..................5%

• Marking criteria for the paper and presentation will be provided on the course website

Class Format:
Mindfulness: Part of being an ethical and well-rounded clinician is practicing self-care and self-awareness. We will begin each class with a brief mindfulness exercise. You are strongly encouraged, but not required, to participate.

• Lectures by Dr. Zalan
• Discussion based learning based on articles, case studies, and vignettes
• Role plays
• Small group discussions
• Student presentations
• Attendance will be taken at each class.
• I am open to feedback about class: what you like/don’t like, things you want to learn more/less about. I am always available on e-mail and happy to answer any questions! Teaching is my happy place!
• Recording: Sharing of our personal opinions and ideas will be a core part of this class. In light of this, and in addition to values of respecting intellectual property, I ask that you please do not record this class. I also will not be recording the lectures.

**COURSE OUTLINE:**
**FALL 2022**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class Info</th>
<th>Readings*</th>
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</thead>
<tbody>
<tr>
<td>Sept 12, 2022</td>
<td>Counselling Psychology – Professional Issues</td>
<td>Mental Health Professionals Questionnaire</td>
<td>(See e-class)</td>
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<tr>
<td>Sept 19, 2022</td>
<td>Classification and Diagnosis</td>
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<td>Sept 26, 2022</td>
<td>No Class – Religious Observance</td>
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<tr>
<td>Oct 3, 2022</td>
<td>Assessment – Clinical Interviewing and Structured Interviews</td>
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<td>October 10, 2022</td>
<td><strong>Reading Week</strong></td>
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<tr>
<td>Oct 17, 2022</td>
<td>Presentations</td>
<td><em>Psychodynamic Therapy</em></td>
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<td><em>Adlerian Therapy</em></td>
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<tr>
<td>Oct 24, 2022</td>
<td>Presentations</td>
<td><em>Client Centered Therapy</em></td>
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<td><em>Rational Emotive Behaviour Therapy</em></td>
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<tr>
<td>Oct 31, 2022</td>
<td>Presentations</td>
<td><em>Existential Therapy</em></td>
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<td><em>Gestalt Therapy</em></td>
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<td>Nov 7, 2022</td>
<td><strong>Midterm 1</strong></td>
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<td>Nov 14, 2022</td>
<td>Intervention Techniques: CBT</td>
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<td>Mini Guest Lecture</td>
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<tr>
<td>Nov 21, 2022</td>
<td>CBT Continued</td>
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<td>Mindfulness</td>
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<td>Nov 28, 2022</td>
<td>Mindfulness continued</td>
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<td>DBT Suicide</td>
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<td>Date</td>
<td>Topic</td>
<td>Class Info</td>
<td>Readings</td>
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<td>Dec 5, 2022</td>
<td>Group Therapy</td>
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<td>Ethics in Clinical/Counselling</td>
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<td></td>
<td>Psychology</td>
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<tr>
<td>Jan 9, 2023</td>
<td>Assessment II</td>
<td>**Sign up for Barbara Wand Seminar <em>date tbd</em></td>
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<tr>
<td>Jan 16, 2023</td>
<td>Positive Psychotherapy</td>
<td>Listen to the Barbara Wand Seminar (approximate)</td>
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<td>ACT</td>
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<td>Jan 23, 2023</td>
<td>Family Therapy Therapy with Adolescents</td>
<td>Discussion of Barbara Wand Seminar</td>
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<td>Jan 30, 2023</td>
<td>Couples Therapy</td>
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<td>Feb 6, 2023</td>
<td>Midterm 2</td>
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<tr>
<td>Feb 13, 2023</td>
<td>Presentations</td>
<td>Interpersonal Psychotherapy Multicultural Psychotherapy</td>
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<tr>
<td>Feb 20, 2023</td>
<td>Reading Week</td>
<td>No Class</td>
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<tr>
<td>Feb 27, 2023</td>
<td>Presentations</td>
<td>Psychotherapy with Children Sports Psychology</td>
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<tr>
<td>Mar 6, 2023</td>
<td>Presentations</td>
<td>Intervention in Health Psychology Psychotherapy in Forensic/Corrections Integrative Psychotherapies</td>
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<td>Mar 13, 2023</td>
<td>Elements of Psychotherapy Part 1</td>
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<tr>
<td>Mar 20, 2023</td>
<td>Elements of Psychotherapy Part 2</td>
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<tr>
<td>Mar 27, 2023</td>
<td>Elements of</td>
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**Readings may be added based on class interest/cool topics we want to discuss in class – I will notify on e-class of any changes/additions! 😊**

**Presentation topics will be confirmed once class numbers are stabilized**

Presentation topics in *italics*

### Class Participation (20%)

- Attending class
- Have readings completed before class and a question/comment for each
- Evidence critical thinking, encourage and support others and their opinions, recognize our own values and associated biases
- This class supports an environment of *equity, diversity and inclusion*
- Please let the class know your preferred pronouns
- Learn from each other and recognize various perspectives/opinions – act ethically and professionally in class!
- These classes are intended to help prepare you to become ethical, effective, and caring psychological professionals!
- Contributing actively to discussion in class, including during student presentations
- **ASK QUESTIONS!** Please do not be afraid to ask questions, or even disagree with my opinions and views. It is so important to me that students feel that I create a non-judgmental and open class atmosphere that is sensitive to diversity of all types and kinds. I will not have all the answers, but I will look them up when I don’t!
- To that end, before reading week we will have a **Mid-Term check in**, which will be an opportunity to openly discuss how we all feel the course is progressing, and any adjustments that might need to be made.
- Please note that you are not required to disclose any personal information that you are not comfortable sharing. Self-disclosure in class (or lack thereof) will not impact your grade.

**As part of your participation mark:**

Pick a YouTube clip that is an example of how psychotherapy and psychologists are portrayed in the media. A selection of these will be viewed in class and discussed.

Please submit the link to the clip in a word document on EClass by March 27th.

*Please note that a large portion of your participation mark will involve contributions to class discussions – it is more engaging (and fun!) if we all participate!*

- **Mini Task 1**: Complete the Mental Health Professions Career Test at [http://drjosephhammer.com/psych-grad-school/the-mental-health-professions-career-test/](http://drjosephhammer.com/psych-grad-school/the-mental-health-professions-career-test/)

### The Barbara Wand Seminar in Professional Ethics, Standards and Conduct: Tricky Issues in Professional Practice and Other Current Issues in Professional Ethics

- January 2023. This web seminar is hosted by the College of Psychologists of Ontario.
- If you cannot listen to it live, a recording will be provided by the College afterwards.
We will discuss this Seminar in class shortly after the lecture. Dates will be finalized once the date of the seminar is released. Please submit to me (via eclass) prior to the class discussion 1 question and 1 comment that you had after listening.

Presentations

- Groups of approximately two students
- The group must provide a minimum of 10 scholarly references (journals, books, and cases can be included).
- Presentations should include powerpoint slides
- Presentations can include multimedia, student participation/discussion, class activities, role play – creativity is encouraged!
- Presentations are to be 1 hr in duration per group.
- Absence from your presentation will result in a zero (fail)
- Students will be assigned a group and notified via the course website within the first two weeks of class
- Grade on presentation will be a group mark
- Students are encouraged to ask questions at the end of each presentation
- Make sure to include information on controversial/tricky issues related to your topic, as well as potential limitations and biases. Again, highlighting issues related to equity, diversity, and inclusion is an asset.

Midterms 1 and 2

- Each midterm will be multiple choice, and will include questions from lectures, presentations, textbook, and articles.
- More emphasis will be placed on textbook chapters
- More details will follow two weeks prior to the mid-term (i.e. number of questions, time allotted etc).
- Midterms will be held in class
- Midterm 2 will be non-cumulative and include all content between Midterm 1 and 2

Additional Course Information:

Course Credit Exclusions

Please refer to [York Courses Website](http://www.yorkcourses.ca) for a listing of any course credit exclusions.

Course website: [eClass](http://www.e-class.ca)

All course materials (other than textbooks mentioned above) 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

An examination of current theory, practice and research in counselling. Theories of counselling and psychotherapy are considered in relation to the process of psychological change in various settings. 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. Course credit exclusions: HH/PSYC 4061 3.00, HH/PSYC 4062 3.00, GL/PSYC 4250 3.00.

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

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.
7. Demonstrate an ability to work with others.

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 2022-23

Missed Tests/Midterm Exams/Late Assignment

For any missed test or late assignment, students MUST let the instructor know the valid reason they missed the test/did not hand in the assignment within 48 hours. If you know if advance that you will not be able to be at a midterm for a legitimate reason, please notify me ahead of time to determine if this is acceptable. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a valid reason for missing an evaluated component in the course must be provided. Failure to let me know within 48 hours of the original deadline will
result in a grade of zero for the missed test or late assignment. Make up test dates will be set by the instructor, and it is the student’s responsibility to arrange their schedule to be present.

***In order to keep our class and community healthy: if for any reason the course director cannot come to class (i.e. illness), the class will be held online via zoom. If this is the case, you will receive an email by 9 am on the day of the class (via EClass) notifying you of this change. A link to the online lecture will also be provided.****

Add/Drop Deadlines

For a list of all important dates please refer to: Fall/Winter 2022-23 Important Dates

<table>
<thead>
<tr>
<th>Add and Drop Deadline Information</th>
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<tbody>
<tr>
<td>There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are <strong>different</strong>, be sure to read the information carefully so that you understand the differences between the sessional dates below and the <strong>Refund Tables</strong>. You are strongly advised to pay close attention to the &quot;Last date to enrol without permission of course instructor&quot; 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 <strong>withdraw from a course</strong> 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.</td>
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</table>
Information on Plagiarism Detection

Plagiarism will be taken seriously in this course and appropriate measures in alignment with university standards will be taken if necessary.

Electronic Device Policy

This course will be delivered in an in-person format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes.

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 4062A 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.