

September 6, 2022

Faculty of Health
Department of Psychology
PSYC 4061 3.0C: THEORETICAL APPROACHES TO COUNSELLING AND
PSYCHOTHERAPY
Tuesdays, 11:30am—2:30pm, 035 Health, Nursing and Environmental Studies
Fall Term 2022

Instructor: Marc Wilchesky, PhD

Office Hours: By appointment via Zoom or phone

Email: marc@yorku.ca

Psychology Undergraduate Program Office: Phone: 416.736.5117

Email: psyc@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](#)

Course materials will be available on the course eclass site, unless otherwise indicated by the instructor. The eClass site will be your central access point for course materials and scheduled assignments together with MindTap V.2 that can be purchased from either Cengage Publishing directly or the York University bookstore.

Course Description

A survey of current approaches to counselling and psychotherapy including psychodynamic, humanistic, cognitive-behavioural, systems and post-modern models. Emphasis is on the theoretical assumptions made by different theories and the impact of theory on practice.

The course will consist of in-person on-campus lectures, class discussions, and video demonstrations of various psychotherapeutic approaches. In addition, there will be a variety of weekly assignments to be completed and submitted via the digital learning tool MindTap V.2. Typically, the in-class lecture will occur weekly 11:30am—1:30pm but may go slightly past that time in limited instances. The remaining 60 minutes of scheduled class

September 6, 2022

time will be used by students to complete the various MindTap V.2 assigned activities at a time convenient to them during the week preceeding the next scheduled in-class lecture.

Subject to technology availability, I intend to provide audio-visual recordings of the in-class sessions that will be posted on eClass. These recordings will capture the lecture material and any questions or comments made by students during the live lecture. If you are uncomfortable with your comments/ questions being recorded, please discuss with me. The recordings should be used for educational purposes only and as a means for enhancing accessibility. **Students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate intellectual property rights and other laws).** All recordings will be destroyed after the end of the semester.

Health and Safety

As part of York's Community of Care Commitment, all members of the York community share in the responsibility of keeping others safe on campuses. Please do not attend class or other in-person activities when you are feeling unwell.

Information about COVID-19 health and safety measures can be found on the Better Together website.

Program Learning Outcomes

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

1. Demonstrate in-depth knowledge of 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 Course Learning Objectives

1. Students will gain an appreciation of the range of psychotherapeutic approaches and begin to determine the types of counselling approaches most suited to their personal style.
2. Students will be able to demonstrate their understanding of the course content by applying theoretical concepts to hypothetical case examples

Required Text

Corey, G. (2021) *Theory and practice of counselling and psychotherapy, Updated 10th ed.*. Boston: Cengage Learning

September 6, 2022

Note: Students can purchase either 1) just Mindtap V.2 that includes the full e-book, or 2) if you want to have a copy of the printed text beyond the 6-month e-book access, you can opt to purchase the loose-leaf version of the textbook bundled together with access to the e-book and Mindtap V.2.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Class Participation	Throughout the term	10%
Hypothetical Case Assignment	Due November 22, 2022	30%
Self-Reflection Assignment	Due Dec. 6, 2022	30%
Weekly MindTap Activities	Throughout the term	30%
Total		100%

Description of Assignments:

Class Participation will be evaluated on the basis of consistent seminar attendance and reasonable engagement during in-class discussions

Maximum grade = 10

Note: Attendance during 10-11 in-class meets = 10; 9 meets = 9; 8 meets = 8; 7 meets = 7; 6 meets = 6; 5 meets = 5; 4 meets = 4; 3 meets = 3; 2 meets = 2; 1 meet = 0

The Hypothetical Case Assignment will consist of 2 essay-style questions to be answered in approximately 2500 words (total 10 double-spaced pages using 12-point Times New Roman or Arial font). Questions will be assigned Nov. 15, 2022, and the completed assignment is **due November 22, 2022 by 6pm**. **The assignment may include any material covered in lectures or the textbook up to and including Nov. 15 (CBT). Additional research beyond the textbook and class lectures is not expected nor required.** Responses should be prepared on computer and double-spaced. Students are expected to work independently on this assignment. There will be a penalty of one-half letter grade (1 grade point) per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness or compassionate grounds will be considered by the Course Director upon attestation by the student of extenuating circumstances.

Maximum grade = 30

The Self- Reflection Assignment is designed to help students integrate the material they learn in this course. **NOTE: This assignment will be available to students as early as October 18, 2022 so that they can consider how to respond as they progress through the course material; however, the actual submission due date is Dec. 6, 2022.** It consists of two short essays of approximately 1250 words each (5 double-spaced pages for each brief essay using 12-point Times New Roman or Arial font) that 1) outlines your chosen theoretical approach to counselling and 2) discusses the challenges you anticipate you personally might face as a mental health professional and how you would address those challenges. Responses should be prepared on computer and double-spaced. Students are expected to work independently on this assignment. There will be a penalty of one-half letter grade (1 grade point) per day that the assignment is late. Exceptions to

September 6, 2022

the lateness penalty for valid reasons such as illness or compassionate grounds will be considered by the Course Director upon attestation by the student of extenuating circumstances. Maximum grade = 30

Weekly Mindtap Activities will be submitted online consisting of short quizzes and other activities from *Mindtap* based on the assigned chapter(s) for each week. **Assignments must be submitted prior to start of class each week (Tuesdays, 11:30am) to receive credit.** Maximum grade = 30.

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](#)

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2022-2023 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. 20	Sept. 20	Jan. 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 25	Feb. 6
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	17-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 12 - Dec. 7	Feb. 11 - April 11	March 18 - April 11

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).

September 6, 2022

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.

Electronic Device Policy

This course will be delivered in-person on-campus. Electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes only. Mobile phones should be turned off or on-silent mode so as not to disturb others.

Attendance Policy

A portion of the final grade is based on class participation which is based on regular attendance and reasonable engagement during in-class discussions.

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 [Spark Academic Integrity module](#).

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. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (21 days) before the scheduled test/exam to arrange.**

September 6, 2022

<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](#)

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.

Course Materials Copyright Information

These course materials are designed for use as part of the HH/PSYC 4061 3.0C 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.](#)

September 6, 2022

Proposed Course Schedule

Sept 13	Welcome and Course Introduction	
Sept 20	Overview of Counselling Approaches	Chs 1, 2
Sept 27	NO CLASS (extended make-up classes Nov. 22 and 29)	
Oct 4	Ethics and Values	Ch. 3
Oct 11	NO CLASS - Fall Reading Week	
Oct 18	Psychoanalytic Therapy	Ch. 4
Oct 25	Person-Centered Therapy	Ch. 7
Nov 1	Existential Therapy	Ch. 6
Nov 8	Gestalt Therapy	Ch. 8
Nov 15	Cognitive Behaviour Therapy (Hypothetical Case Assigned)	Ch. 10
Nov 22*	Feminist Therapy and Postmodern Approaches (Case Assignment due today by 6:00pm)	Chs. 12, 13
Nov 29*	Family Systems Therapy (Self-Reflection paper due next week)	Ch. 14
Dec 6	Integrative Approaches (Self-Reflection paper due today)	Ch. 15

***NOTE:** Special extended lectures on Nov. 22 and 29 will run for 3 hours, 11:30—2:30 pm

September 6, 2022

Calumet and Stong Colleges' Student Success Programming Fall/Winter 2022-2023

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.