

PSYC 4062 3.0 N:

Skills and Techniques in Counselling and Psychotherapy



Course Description

In this course, we will focus on developing skills in the application of evidence-based psychotherapy and counselling skills and techniques.

This course is an extension of PSYC 4061: Theoretical Approaches to Counselling and Psychotherapy. Students will engage in experiential learning by practicing counselling and psychotherapy skills. The course will begin by providing students with an understanding of how to evaluate the evidence-base for various psychotherapy and counselling approaches, followed by information regarding essential elements of healing, helpful, and ethical counselling and psychotherapeutic relationships. Next, instruction regarding the development of a case formulation as a backbone of how and when to use various psychotherapy skills will be introduced, followed by an overview of evidence-based skills for change and acceptance in counselling and psychotherapy.

**When is it?**

Winter 2023

Thursdays

8:30AM to 11:30AM

**Where is it?**

In person

DB 0011

**Who teaches it?**

Instructor: Dr. Skye Fitzpatrick, C. Psych.

Office hours: By appointment via Zoom or in-person

Email:

skyefitz@yorku.ca

Program Learning Outcomes

1

Demonstrate in-depth knowledge in skills and techniques in counselling and psychotherapy, and why/when to apply them. (formulation).

2

Develop preliminary case formulations that guide decision-making in counselling

3

Critically evaluate and synthesize research in skills and techniques in counselling and psychotherapy.

4

Engage in evidence-based dialogue with course director and peers.

5

Demonstrate an ability to work with others.

6

Articulate trends in skills and techniques in counselling and psychotherapy.

Specific Learning Objectives

1. Critically reflect on skills and techniques of foundational counselling and psychotherapy work and recognize one's own values, motivations, and biases through discussion, experiential learning, and written reflection.
2. Start to learn fundamental skills for evidence-based psychotherapy and counselling processes, including how to develop a case formulation to guide implementation of skills.

COURSE PREREQUISITE(S):

Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- 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)
- HH/PSYC 4061 3.00 (Theoretical Approaches to Counselling and Psychotherapy)
- 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 and Materials

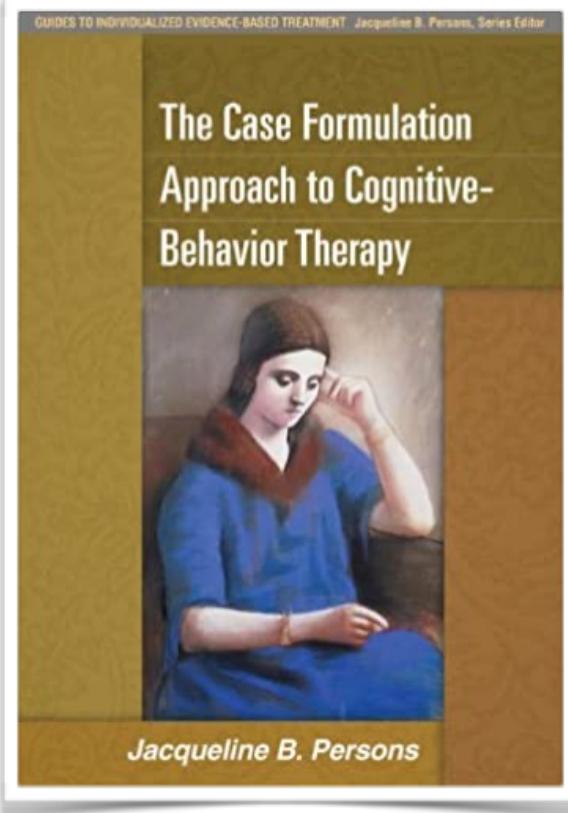
Course website: [eClass](#)

All course materials will be available on the course eClass site, unless I let you know otherwise. This site is your central access point for everything you need for the course including lecture slides, assignment instructions, this syllabus (which you know because you already found it!), and important changes and updates that may occur during the course.

Required Text:

Persons, J. B. (2012). *The case formulation approach to cognitive-behavior therapy*. New York, NY: Guilford.

Readings will also include assigned articles and book chapters that will be posted to eClass.



Class Format and Attendance Policy

Attendance at this course is required and is a part of your grade. This course will be taught in a workshop fashion, whereby classes will include:

- 1**
Role-playing and practice interviewing
- 2**
Lecture and group discussion of readings for each class
- 3**
Group discussions and experiential exercises
- 4**
Video demonstrations of skills
- 5**
Homework such as reflections on class content and implementation

PARTICIPATION AND PRIVACY

Active participation in discussion and skills practice will be expected of all students in this class. A large portion of student evaluation is placed on participation. As well, students will be asked to practice psychotherapy and counselling skills through role plays, and in their own life to whatever extent feels comfortable, safe, and appropriate to them.

PARTICIPATION AND PRIVACY CNTD.

Your privacy. Although active participation is an essential part of this course, the nature of the course content is sensitive and, for some, personal. Although I will be asking you to share your perspective through class discussion and experiment with psychotherapy and counselling skills in role plays, you will never be required to share any sensitive personal information about yourself. In this class, you are a student learning about psychotherapy concepts, not a patient or client. During role plays, you will be asked to play a fictional client rather than assume the role of a patient or client yourself.

Other's privacy. Within the role-plays and practice interviewing components, there is a possibility that you might gain knowledge of confidential or private information, such as information about another student's personal life. It is essential and the responsibility of each student in the course to respect and maintain every other student's right to confidentiality and privacy. Moreover, as potential members of the helping profession, it is important to keep in mind that this experience is one point along the journey of ethical action and practice.

How Are You Evaluating Me?

Participation

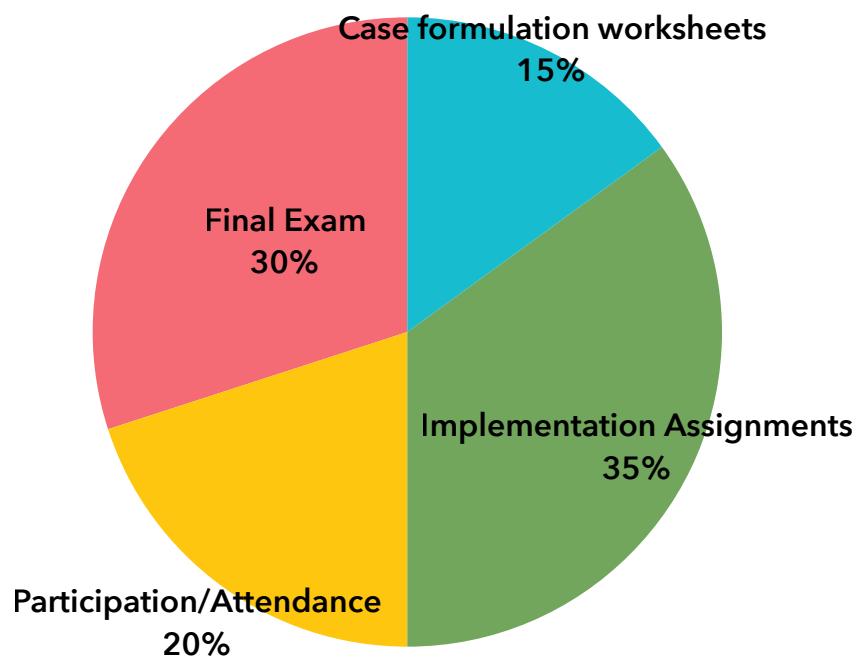
Worth: 20% of final grade

Due: Ongoing

This is an advanced seminar.

Seminars take shape through collective engagement from students and instructors. It is also a course about developing your own skills and techniques, which requires your active engagement. This course will heavily emphasize discussions and practicing skills through role plays and related exercises in class.

Accordingly, attendance at every class is required. You are encouraged to ask questions that draw on the readings in order to elevate our discussion. Missing classes regularly, failing to participate actively in discussion or in-class exercises, or coming to class unprepared (i.e., having not done the readings for that class), will negatively impact your participation grade.



Implementation Assignments

Worth: 35% of final grade (three separate reflections, 11-13% each)

Due: Feb. 23, Mar. 16, and Mar. 30

This course is designed to help you understand the implementation of psychotherapy and counselling skills and techniques in the 'real world'. This assignment is designed to help provide you with an opportunity to do that. On February 9th, March 2nd, and March 30th, you will learn about three particularly key psychotherapy and counselling interventions: exposure, modifying cognitions, and values-based work, respectively. As human beings, we all can benefit from these interventions, and learn from both implementing and experiencing them. In these classes, we will go over an assignment for you to practice for the week that involves applying the intervention on yourself. You will then be asked to implement the intervention as instructed and fill out the corresponding worksheet describing your reactions. There may be portions of the worksheet that you have to fill out before implementing the intervention as well, depending on the week. There are no requirements regarding how long any particular section is, but the entire assignment (including the questions) can be no longer than four double-spaced pages with 12-point font and 1-inch standard margins, **including the questions**. Late reflections will be penalized 10% for every day that they are late.

SELECTING AN AREA FOR THE IMPLEMENTATION ASSIGNMENTS

You are being asked to implement these techniques in your own life because, whether you experience a mental illness or not or are in psychotherapy or not, humans are governed by similar psychological principles. Therefore, we can all experience cognitive and behavioural change through evidence-based psychotherapy techniques, and learn about how and when they can be effective for others by implementing them in our own lives. However, this assignment is designed for your educational and learning benefit, not for any particular psychotherapeutic benefit, as you are a student and not a patient or client in this class. **You are not being asked to implement any techniques or skills in highly difficult or distressing areas of your life where support from other people or professionals may be necessary to help you work with or through them.** You may choose simple, approachable, and "low stakes" areas in which to practice these skills if you wish (e.g., to try and stop biting nails or to try a new food), without penalty. Similarly, **you are not being asked to disclose anything personal about yourself that you do not wish to share in answering assignment questions.** What is interesting to me is not what you did, it's what you *think about* and *learned* from what you did. Therefore, you are permitted to implement the techniques in one area of your life, and then mask the specifics of how you implemented them by describing a fictional area and implementation. If you choose to do this, the trick is to choose a fictional area that allows you to share your honest and genuine learning and thoughts, without describing personal specifics of your life. For example, if a student used a cognitive modification technique to try to reduce the frequency of panic attacks that they experience but was not comfortable sharing that information, they may instead write the assignment as if they used it to try to reduce discomfort with the sound of the subway screeching or watching scary movies. I will not know or assume what is real or made up for any student assignment.

Case formulation worksheets

Worth: 15% of final grade (three assignments worth 5% each)

Due: Jan. 26, Feb. 2, Apr. 6

In the assignments folder on eClass, there is a document that presents three different psychotherapy cases with three different conditions. You are going to be asked to pick one of these cases and familiarize yourself with it. You will then be asked to complete brief (one-page) worksheets about these case based on what you're learning throughout the semester, as if you're the therapist for that individual. These assignments are listed below, but all involve filling out a worksheet that is on eClass in word document form. **You must use 12-point font to complete the worksheet, may not modify any of the questions or formatting on the sheet, and the worksheet cannot be longer than a page. Late submissions will be penalized 10% for every day they are late.**

Case formulation worksheet (due January 26):

In class on January 19, you will learn about the key elements of case formulation. For this first worksheet, you will be asked to review your case and identify key elements of their case formulation, including the origins, precipitants, mechanisms, and problems in the case.

Chain mechanisms worksheet (due February 2):

In class on January 26, you will learn about the key elements of a chain analysis, which can highlight different kinds of problem mechanisms. In this second worksheet, you will be given access to a chain analysis for your particular case. You will be asked to review this chain and identify key elements of the chain, including different types of targets on the chain.

Treatment planning worksheet (due April 6):

This last worksheet is the culmination of all of the things you have learned in the class. Now that you have identified the mechanisms (and the specific types of mechanisms) for your case, you will be asked to identify what treatment strategies you would use to target those particular mechanisms. You will also be asked to detail specifically how that would look in that particular therapy for that client. For example, it is not sufficient to simply write that you would do "exposure" for a client's "conditioned emotional reaction". Instead, write about what you would expose them to and what reaction you're trying to change. Similarly, if you are suggesting that you would use a cognitive strategy, write about what kind of questioning you would use, what beliefs you would be targeting, and what kind of ideas you have about how the kinds of questioning or lines of dialogue that may help target these beliefs.

Final Exam

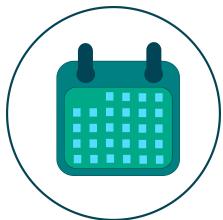
Worth: 30% of final grade

Test Date: TBD (during examination period)

The course final exam will be based on all the textbook readings/assigned readings and class lecture material provided throughout the term (i.e., cumulative). The exam will be scheduled during the examination period and will largely involve multiple choice but may involve some short answer questions. More information on it will be provided in class.

Logistics

Summary of Course Deadlines



Assignment/worksheet	Worth	Deadline
Case formulation worksheet	5%	Jan. 26
Mechanism worksheet	5%	Feb. 2
Approaching reflection	13%	Feb. 16
Cognitive reflection	11%	Mar. 9
Values-based reflection	11%	Mar. 23
Treatment planning worksheet	5%	Apr. 6

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- 2023.](#)

Missed Tests/Midterm Exams/Late Assignment



For any missed 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.

Electronic Device Policy



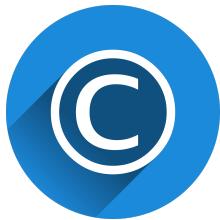
This course will be delivered in-person. Electronic devices are permitted during class time for course-related purposes.

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.

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 may be submitted through Turnitin via eClass.

Course Materials Copyright Information



These course materials are designed for use as part of the PSYC4062N 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](#).

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.

ADD/DROP DEADLINES

	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Jan. 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	Feb. 6
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Mar. 17
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript - see note below)	March 18 - April 11

For a list of all important dates please refer to: [Fall/Winter 2022-23 Important Dates](#)

Academic Integrity

(PLEASE DON'T CHEAT OR PLAGIARIZE!)

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#). It is also recommended that you review Academic Integrity by reviewing the university [Academic Integrity Website](#) and reviewing the [Academic Integrity Videos](#).

All work that you complete in this class is expected to be **your own**. Your assignments and worksheets should be written in your own words based on your own experience and ideas, not that of others. The test is meant to be completed by you and you alone with no outside sources. Anything that deviates from these policies is a violation of academic integrity.

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 Accommodations 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](#) and [relevant guidelines and procedures](#).

Other Circumstances

All students are also expected to familiarize themselves with the other relevant information, available on the [Senate Committee on Academic Standards, Curriculum & Pedagogy webpage](#) (see Reports, Initiatives, Documents) including:

[Ethics Review Process for research involving human participants](#)

[Student Conduct Standards](#)

[Religious Observance Accommodation](#)

Calumet and Stong Colleges' Student Success Programming

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.



Your Well-Being Matters

Inevitably, courses focused on psychotherapy and counselling involve sensitive content. We may discuss common themes that are addressed in psychotherapy including but not limited to self-injury and suicide, trauma including sexual abuse or assault, eating disorders, and addiction. Having personal experience with these issues does not necessarily mean that you need to avoid discussions of them, and some people find facing difficult subjects like this empowering or helpful. However, if you need to use any emotional or mental health skills or take some breaks to engage with this content in a way that is healthy for you, please do so. As well, please remember that you are never required to share or disclose any personal information about your mental health to myself or students in the class. Finally, please find below some resources for mental health support that may or may not be helpful to you. Take good care of yourself!



MENTAL HEALTH RESOURCES

York University Student Counselling, Health, and Well-Being

Website

Phone: 416-736-5297

Provides health and well-being services to promote academic success and student development for students registered and enrolled in courses at the Keele campus.

Keep.meSAFE

Website

Phone: 1-844-451-9700 (toll-free) or 1-416-380-6578

A 24/7 service that provides York students with online resources and phone lines that help them access mental health professionals in any language. You can learn more by going to the MySSP online portal (<https://myssp.app/ca/home>) or calling the phone number above

Good2Talk

Website

Phone: 1-866-925-5454

A free, 24/7, confidential helpline for Ontario University students that offers counselling and information as well as mental health and addictions referrals.

Canada Suicide Prevention Service

Website

Phone (available 24/7): 1-833-456-4566

Text message (4pm to midnight): 45645

For people experiencing a psychological crisis

Course Schedule

Date	Week	Topic	Readings
January 12	1	Introduction to the class: Defining evidence-based psychotherapy	Nock et al., 2008
January 19	2	Case formulation and treatment planning in psychotherapy	Persons, Chapter 1 Persons, Chapter 5, pp. 96-98 only Persons, Chapter 6
January 26	3	Chain analysis and the four principle mechanisms in case formulation Case formulation worksheet due	READ FIRST: Rizvi, Chapter 1 READ SECOND: Koerner, Chapter 2, pp. 41-51; 56-61
February 2	4	Mechanism 1: Altering classical conditioning (exposure) Mechanism worksheet due	Persons, Chapter 3, pp. 41-54 Abramowitz, Chapter 3 and Chapter 6
February 9	5	Mechanism 2 and 3: Altering contingencies and skills deficits	Ramnero & Torneke, 2008, pp. 79-98 Pryor, 2006, pp. 1-34
February 16	6	Mechanism 4: Altering problematic cognitions through cognitive therapy methods Approaching reflection due	Persons, Chapter 2 Westbrook et al. 2007; Chapter 7
February 23		READING WEEK: NO CLASSES	
March 2	7	Why alter anything?: Motivational interviewing	Miller et al. 2002, Chapter 3 and 4
March 9	8	Is the altering the problem?: Acceptance and commitment therapy Cognitive reflection due	Hayes, 2004
March 16	9	Is the altering the problem?: Other mindfulness and acceptance-based approaches	Kabat-Zinn, 2003 Kabat-Zinn, 2015 Segal et al., 2013; pp. 64-77
March 23	10	Common factors in psychotherapy Values-based reflection due	Rogers, 1957 Persons, Chapter 8
March 30	11	Career paths involving psychotherapy	None
April 6	12	Summary: Why does psychotherapy work? Treatment planning worksheet due	None

Reading List

WEEK 1:

Nock M. K., Janis, I. B., Wedig, M. M. (2008). Research Designs. In Nezu, A. M., & Nezu, C. M. *Evidence-based outcome research: A practical guide to conducting randomized controlled trials for psychosocial interventions* (pp. 201-218). Oxford, UK: Oxford University Press.

WEEK 2:

Persons, J. (2008). What is the case formulation approach to cognitive-behavior therapy? In *The case formulation approach to cognitive-behaviour therapy* (pp. 1-16). Oxford, UK: Oxford University Press.

Persons, J. (2008). Beginning the therapeutic relationship and obtaining a problem list and diagnosis. In *The case formulation approach to cognitive-behaviour therapy* (**pp. 96-98 only**). Oxford, UK: Oxford University Press.

Persons, J. (2008). Developing an initial case formulation and setting treatment goals. In *The case formulation approach to cognitive-behaviour therapy* (pp. 126-149). Oxford, UK: Oxford University Press.

WEEK 3:

READ THIS FIRST: Rizvi, S. L. (2019). The basics of chain analysis. In *Chain analysis in dialectical behavior therapy* (pp. 1-22). New York, NY: Guilford Press.

READ THIS SECOND: Koerner, K. (2012). Navigating a case formulation and treatment plan. In *Doing dialectical behavior therapy* (pp. 41-51 and 56-61). New York, NY: Guilford Press

WEEK 4:

Abramowitz, J. S., Beacon, B. L., & Whiteside, S. P. H. (2019). The nature and treatment of clinical anxiety. In Abramowitz, J. S., Beacon, B. L., & Whitside, S. P. H., *Exposure therapy for anxiety: Principles and Practice* (2nd edition) (pp. 32-52). New York, NY: Guilford Press.

Abramowitz, J. S., Beacon, B. L., & Whiteside, S. P. H. (2019). Implementing exposure therapy. In Abramowitz, J. S., Beacon, B. L., & Whitside, S. P. H., *Exposure therapy for anxiety: Principles and Practice* (2nd edition) (pp. 106-132). New York, NY: Guilford Press.

Persons, J. (2008). Learning theories and their clinical implications. In *The case formulation approach to cognitive-behaviour therapy* (**pp. 41-54 only**). Oxford, UK: Oxford University Press.

WEEK 5:

Pryor, K. (2006). Reinforcement: Better than rewards. In *Don't shoot the dog!: The new art of teaching and training* (pp. 1-34). Scotland, UK: Omnia publications.

Ramnero, J., & Torneke, N. (2008). Learning by consequences: Operant conditioning. In *The ABCs of human behavior: Behavioral principles for the practicing clinician* (pp. 79-98). Oakland, CA: New Harbinger Publications.

WEEK 6:

Persons, J. (2008). Cognitive theories and their clinical implications. In *The case formulation approach to cognitive-behaviour therapy* (pp. 17-40). Oxford, UK: Oxford University Press.

Westbrook, D., Kennerly, H., & Kirk, J. (2007). Socratic method. In *An introduction to cognitive behaviour therapy: Skills and applications* (2nd edition) (pp. 137-160). Thousand Oaks, CA: Sage Publications.

WEEK 7:

Miller, W. R., & Rollnick, S. (2002). Facilitating change. In *Motivational interviewing: Preparing people for change* (2nd ed.) (pp. 20-30). New York, NY: Guilford Press.

Miller, W. R., & Rollnick, S. (2002). What is motivational interviewing? In *Motivational interviewing: Preparing people for change* (2nd ed.) (pp. 33-42). New York, NY: Guilford Press.

WEEK 8:

Hayes, S. C. (2004). Acceptance and commitment therapy and the new behavior therapies. In Hayes, S.C, Follette, V.M. & Linehan, M.M. (Eds), *Mindfulness and acceptance: Expanding the cognitive-behavioural tradition* (pp. 1-29). New York, NY: Guilford Press.

WEEK 9:

Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical psychology: Science and practice*, 10, 144-156.

Kabat-Zinn, J. (2015). Mindfulness. *Mindfulness*, 6, 1481-1483..

Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2013). Doing and being In *Mindfulness-based cognitive therapy for depression* (2nd edition) (pp. 64-77). New York, NY: Guilford Press.

WEEK 10:

Persons, J. (2008). The therapeutic relationship. In Persons, J. *The case formulation approach to cognitive-behaviour therapy* (pp. 167-181). Oxford, UK: Oxford University Press.

Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*, 21(2), 95-103. <https://doi.org/10.1037/h0045357>

WEEK 11:

None

WEEK 12:

None

