Faculty of Health
Department of Psychology
PSYC 4061 3.0 Section N: THEORETICAL APPROACHES TO COUNSELLING AND PSYCHOTHERAPY
Winter 2023
1) Pre-recorded 1.5-hour lectures each week via eClass – Watch on your own time before attending online class
2) Online classes each week via Zoom – Thursdays 2:30pm – 3:30pm

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Instructor and T.A. Information

Instructor: Dr. Bryan Choi, Ph.D., C.Psych.
Office Hours: by appointment only
Email: bc888@yorku.ca

T.A.	Natasha Baptist-Mohseni
Email	baptistn@yorku.ca
Office Hours	By appointment only

Contacting the Instructor and T.A.: If you have a question or concern about the course, please contact your T.A. first and if it is not resolved, you may then contact the instructor. If you feel your query needs to be addressed directly by the instructor, you may contact the instructor first directly. You can contact your T.A. and course instructor via e-mail and also set up an appointment via e-mail. Please ensure you consult the course syllabus and the course website BEFORE submitting e-mail inquiries. Each e-mail message must include "PSYC 4061" in the subject line and include your full name and student number in your message. Assignment and test/exam marks will be posted on eClass.

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: https://eclass.yorku.ca/course/view.php?id=77633

Course Description

This course reviews core theoretical approaches to counselling and psychotherapy practiced by clinical psychologists and other therapist professionals at large. Students will learn about professional standards and ethics governing the practice of psychotherapy, cross-cultural issues and considerations, and different ways of integrating different approaches to psychotherapy. Students will engage with and learn about different therapy approaches through several online modalities: didactic lectures, live class time that focuses on experiential learning and/or practice of course content, and discussion boards to regularly reflect on one's experience of course material and learn from other students' experiences. A core aim of the course is to help students critically reflect about themselves as a potential therapist or helper and what therapist characteristics and therapy approach, they would like to demonstrate and how this is informed by their own character, values, biases, beliefs, preferences, and previous experiences.

Program Learning Outcomes

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

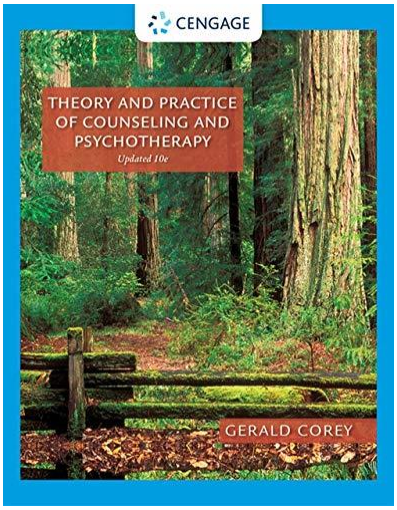
1. Demonstrate in-depth knowledge in at least 2 sub-disciplines.
2. Critically evaluate, synthesize and resolve conflicting results.
3. Articulate trends in sub-disciplines of psychology.
4. Locate research articles and show critical thinking about research findings.
5. Express psychological knowledge in written form in more than 1 sub-discipline.
6. Engage in evidence-based dialogue with course director and peersquestion.

Specific Learning Objectives

- Understand the ethical and legal context and parameters in which psychotherapy is practiced, including the client-therapist relationship and cross-cultural considerations
- Critically appraise the contributions, strengths, and limitations of major therapy approaches and reflect on how they "fit" with personal value and belief systems
- Demonstrate an ability to work with others

Required Text

Corey, G. (2016). Theory and Practice of Counseling and Psychotherapy (Tenth Edition). Cengage Learning.



MindTap is **not** required.

Course Format and Technical Course Requirements:

This course will be delivered **remotely**. This means that there will be ***no*** in-person interactions or any activities on York campus. I will be teaching this course both **asynchronously** (i.e., pre-recorded lectures to watch on your own time) and **synchronously** (students meet with the instructor in real time via Zoom). Specifically, pre-recorded 1.5 lectures will be uploaded on eClass, specifically Panopto, at the start of each week for you to watch on your own time. Please watch the pre-recorded lecture each week before attending the live Zoom class that week which occur Thursdays at 2:30-3:30pm where we will have Q&A and interactive learning (e.g., demonstrations, discussions, experiential activities).

*****PLEASE NOTE**, you MUST be available 2:30-4:30pm on the day of the midterm – see midterm date in the schedule at the end of this syllabus. The midterm and exam will occur on eClass.

Please come to class prepared to discuss and reflect upon the course content and to engage in a collaborative learning process. There are ***no*** attendance or participation marks for coming to live class, but attending class will support your learning of and reflection of course content which in turn will help your participation on the weekly online discussions on eClass (which is graded) and completion of the personal reflection paper. Live class will be recorded and posted on eClass for students who cannot make it.

It is anticipated that class and the discussion forums will be a place for students to critically reflect on course content, share information and experiences, and practice concepts related to the psychotherapy process. However, please note students are not expected to disclose personal or private information during this process. Students are expected and encouraged to be judicious concerning what level of self-disclosure is useful for their learning process while at

the same time is comfortable and safe for them to engage in. Furthermore, students may have potentially differing points of view on any given topic. It is expected that regardless of the content of the information shared, students will treat one another with the utmost dignity and respect and maintain confidentiality outside of class. Violating these expectations will not be tolerated.

In order to fully participate in the course you will need to have access to:

1. Stable, higher-speed internet connection

2. Computer (and/or smart device) with webcam & microphone

Please note: You can use online tests, such as SpeedTest, to determine the strength/speed of your internet connection.

Also, here are some useful resources, providing different York University computing information that may come in handy:

Student Guide to eClass

Zoom@YorkU Best Practices

Zoom@YorkU User Reference Guide

Computing for Students Website

Student Guide to eLearning at York University

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Midterm	February 16	30%
Exam	Winter exam period	30%
Personal Reflection Paper	March 31	30%
Participation	Weekly	10%
Total		**100%**

Description of Assessments

A. Midterm (worth 30% of final grade)

Date: Thursday, February 16th, 2023 @ 2:30-4:30pm

Time to write: 2 hours

Test format will be 80 multiple choice questions and 2 short answer questions covering assigned textbook readings, articles, lecture material and live classes. Testing will occur via

eClass and will be **open book**. This means aids such as the textbook, prerecorded lectures, study notes, and other course content from eClass are allowed. **Unauthorized aids** include cell phones, browsing the Internet, dictionaries, calculators, or other electronic devices (excluding computers, tablets). Students must make every effort to arrange for adequate Internet connection for the test. If a student has any concerns about their Internet connection, they should seek all available options for writing their test in a location with a stable Internet connection. In the event that a student is not confident they can access a reliable Internet connection, they should communicate their concerns to the Course Directors well in advance of the test. Further information regarding the midterm will become available under "Course Announcements" on eClass closer to the test date.

B. Exam (worth 30% of final grade)

Date: During Winter exam period

Time to write: 2 hours

Format is the same as the midterm. See information above under "A. Midterm". Please note that the final exam is **non-cumulative** although Chapter 15 of the textbook reviews some main ideas of all therapy approaches learned in the course.

C. Personal Reflection Paper (worth 30% of final grade)

Due date: Friday, March 31st, 2023 via Turnitin by 11:59pm

Length: 8-10 pages, typed, 1-inch margins, 12 font, double-spaced pages, not including title page

Format: APA style (7th edition)

The field of psychotherapy has increasingly recognized the role and important contribution of the "person" of the therapist in therapeutic outcomes over specific psychotherapy techniques (Wampold, 2001). The best therapists tend not to be "technicians" doling out strategies but have a sense of personhood embodying characteristics (such as e.g., genuineness, openness, acceptance) and practicing therapy in ways that make sense given their character, values, biases, beliefs, preferences, and previous experiences. I want you to build your awareness of these personal aspects about yourself and what approach "suits" you as you have learned different therapy approaches in this course. This will help your future development as a potential therapist and/or helper. Your assignment is to write a paper to answer these **three** fundamental questions:

1) Reflect on what kind of characteristics you wish to embody as a therapist (i.e., this refers to a sense of "personhood" underneath the therapist and outside of therapy techniques)
2) What kind of approach (or approaches) to therapy best fits you, including how you see clients change, therapist and client roles and core processes in therapy.
3) **Most important question:** Reflect and elaborate on how your desirable therapist characteristics and preferred therapy approach (or approaches) is influenced or informed by your character, values, biases, beliefs, preferences, and previous experiences.

Please note that you are ***not*** being graded on your degree of knowledge of psychotherapy. A weak paper will be one that simply regurgitates course content. A strong paper will be one where you reflect deeply about yourself and open up about who you are and how this relates to what kind of therapist you would be. This is an informal paper that ***should*** use the first person (e.g., "I believe…", "I feel that…"). **Paper should still follow APA writing style and this includes making citations where appropriate**. Additional research beyond the textbook and lectures is ***not*** required. See assignment rubric on eClass for more details.

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

D. Weekly participation on online discussion boards (worth 10% of final grade)

Due date: following live class, you have until the following Thursday at 11:59pm to participate

After our live class each week, a reflection question will be posted on eClass. To receive participation marks, you must post a response (minimum 100 words) to the question **AND** respond to **two** other students' responses (each of your responses should also be minimum 100 words) on eClass within one week. You will not receive participation grades if you missed the deadline or for responses that do not meet the length criterion. You will obtain full participation marks when you participate in 10 of the 11 weeks where there will be a reflection question. In other words, you can miss one week and still get full participation marks.

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 – Grades and Grading Schemes

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.

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 2022-23 Important Dates

	Fall Term	Year Term	Winter Term
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	Mar 17
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov 12 – Dec 7	Feb 11-Apr 11	Mar 18 – Apr 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).

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 an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

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 4061N 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	**Topic**	**Chapter**
Jan 12, 2023	Introduction	Chapters 2 & 3
Jan 19, 2023	Psychoanalytic Therapy	Chapter 4
Jan 26, 2023	Person-Centred Therapy	Chapter 7
Feb 2, 2023	Gestalt Therapy	Chapter 8
Feb 9, 2023	Emotion-Focused Therapy	Assigned reading*
Feb 16, 2023	***** Midterm *****	**Includes: Textbook chapters (2, 3, 4, 7, 8), assigned reading, lecture, and live classes**
Feb 23, 2023	Reading Week—No Class!	
Mar 2, 2023	Behaviour Therapy	Chapter 9

Mar 9, 2023	Cognitive-Behaviour Therapy	Chapter 10
Mar 16, 2023	Dialectical Behaviour Therapy	Assigned reading*
Mar 23, 2023	Post-Modern Approaches	Chapter 13
Mar 30, 2023	Family Systems Therapy	Chapter 14
Apr 6, 2023	Common Factors and Therapy Integration	Chapter 15
EXAM PERIOD (Apr 12 to 23)	***** Exam *****	**Includes: Textbook chapters (9, 10, 13, 14, 15), assigned reading, lecture and live classes**

*Assigned readings (which will be a journal article or book chapter, etc.) will be posted on eClass for students to review.

**Please be aware that the course schedule/readings are subject to change prior to course starting. Please look under "Course Announcements" on eClass for any changes.