

**Faculty of Health
Department of Psychology
PSYC 4060 6.0A: COUNSELLING PSYCHOLOGY
Thursdays 8:30-11:30
F2023-W2024**

This course will provide students with an introduction to the theory, skills and techniques that serve as the foundation of counselling and psychotherapy. Classes will be comprised of lectures, group discussions, role-playing, demonstration videos, and reflection exercises to help stimulate learning therapy skills. Most of the class will be class discussion, experiential exercises and practicing skills in small groups. Students will have the opportunity to experience therapeutic encounters through role-play. A large portion of student evaluation is placed on active and engaged participation. While self-disclosure is not a requirement of the course, some students and the instructor will reveal personal information during class discussions or role-plays. Throughout the class it is required that students treat each other respectfully, with care, and maintain confidentiality outside of class regarding any personal material discussed in class.

Instructor Information

Instructor: Dr. Jennifer Hilborn
Office Hours: by appointment
Email: drjhilborn@gmail.com

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology)
- 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.

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.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Specific Learning Objectives

1. Be able to demonstrate listening of content and process material.
2. Be able to demonstrate relationship building and nurturing.
3. Demonstrate awareness of self as a helper/beginning therapist including identifying/observing strengths and weaknesses in this role.
4. Demonstrate ethical and respectful behaviour.

Required Text

- Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Edition). Washington, DC: American Psychological Association.

Optional Text

- Yalom, I. (2002). *The Gift of Therapy. An Open Letter to a New Generation of Therapists and Their Patients*. New York: Harper Collins.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Ingredients of Therapy Book Part 1	December X, 2023	20%
Ingredients of Therapy Book Part 2	April X, 2024	15%
Class Presentation	February, 2024	15%
Final Reflection Paper	March, 2024	20%
Participation First Term	September-December 2023	15%
Participation Second Term	January-April 2024	15%
Total		100%

Description of Assignments

Ingredients of Therapy Book

During classes each week you will have time in small groups to work on the therapy skills that we have discussed in class and read about in the text (e.g. listening, empathy, non-judgement, warmth). Following these small group sessions each week

you should write up two pages double-spaced about **one skill** of your choosing that you utilized in the practice groups when you were the helper. You should: (1) **define** the skill (2) discuss how/why the skill you've selected is important for effective therapy (3) reflect on whether using this skill in the practice groups was easy/difficult for you as a helper, why that might be so given who you are or what was going on in the moment.

This reflection work is experiential and requires self awareness. It will be essential to make notes during and after each group session so that when you are ready to do each write up you remember the experience in a fuller way.

Most classes we will have time to practice the skills and reflect on them. By the end of the course you will have an experiential ingredients of therapy book with 10 or more therapy skills and your experience with them to take away with you. You should write about 2 pages double spaced. With respect to grading, I am most interested in the depth of your reflections.

Class Presentations

In groups of 3-4, students will present on specific psychotherapy techniques. The presentation should be about 20 minutes in length. Groups will present briefly on the theoretical model the technique it is drawn from, the rationale for using the technique, steps for implementing the technique in psychotherapy sessions, and then demonstrate or facilitate class practice of the technique. Groups must provide a written summary of the technique for the class. The subject of the presentation and an outline must be approved by the instructor prior to the presentation.

Final Reflection Paper

Students will be asked a series of questions requiring reflection and integration of different concepts of the course and to reflect on themselves as helpers. The questions for the paper will be provided two weeks before the paper is due. Students will be assessed on the quality, depth and thoughtfulness of their reflections. Reflection papers should be a maximum of 6 pages and follow APA formatting.

Participation

Student participation will be assessed throughout the course and two separate grades will be given for participation. Students will be evaluated on **active** involvement in class discussion and experiential exercises, interaction with other students (attention to respect for peers, confidentiality, ethics), depth and quality of class contributions, and preparedness for the lectures/presentations.

Listening and attending is a core tenant of counselling and therefore, also an essential ingredient of this course. Please do not work on other work in this course or do things online unrelated to what is going on in the classroom. Attending and listening is a skill we are very much focussed on building in this course. Listening, when done well demonstrates respect and care to others offering something in our class and helps lay a foundation of a caring community and environment. Being present and active in class is critical- physically and mentally/emotionally.

Class Format and Attendance Policy

Students are expected to attend each class as scheduled and participate in class discussions and exercises.

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 2023-24](#)

Missed Tests/Midterm Exams/Late Assignment

This is a difficult time. If there are extenuating circumstances impacting your ability to complete the work in a timely fashion please let me know as soon as it becomes an issue. You are expected to submit the work on the date it is due. In general a penalty of 5% per day will be deducted for late work.

Add/Drop Deadlines***

For a list of all important dates please refer to: [Undergraduate Fall/Winter 2023-2024 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)	Sept 28	Sept 28	Jan 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 8	Mar. 11
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 9 - Dec. 5	Feb. 9 - April 8	March 12 - April 8

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.

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 4060G 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](#).

Course Schedule

Fall Timeline

Date	Discussion Topic	Readings
Week 1: September 7	Introduction to class members/course overview/What is psychotherapy?	Chapters 1 & 2 Text

Week 2: September 14	Therapeutic Relationship	Safran & Muran Ch 2
Week 3: September 21	Therapeutic Relationship	Safran & Muran Ch 2
Week 4: September 28	Skills for attending, listening, and observing	Chapters 5, 6 & 7 Text
Week 5: October 5	Skills for attending, listening, and observing (continued)	Chapters 5, 6 & 7 Text
Week 6: October 19	Skills for exploring feelings	Chapter 8 & 9 Text
Week 7: October 26	Skills for Fostering Insight and Awareness	Chapters 10 & 11 Text
Week 8: November 2	Skills for Relational Work	Chapters 12 & 13 Text
Week 9: November 9	Skills for Relational Work	Chapters 12 & 13 Text
Week 10: November 16	No Class- time to work on assignment	Chapters 3, 4 Text
Week 11: November 23	Ethical issues, self awareness, cultural awareness	
Week 12: November 30	Summary and Wrap-Up	Chapter 19 Text

Winter Timeline

Date	Discussion Topic	Readings
Week 1: January 11	Attachment; Review & Plan for the term	TBD
Week 2: January 18	Therapies Emphasizing the Person: Client-Centred Therapy/Existential	Rogers (2007/1957)
Week 3: January 25	Therapies Emphasizing Developmental History: Psychoanalytic Therapy	McWilliams (2004)
Week 4: February 1	Therapies Emphasizing Behaviours and Thoughts: Behavioural Therapy / Cognitive Therapy/ Third Wave Therapies	TBD
Week 5: February 8	Therapies Emphasizing Emotion: Gestalt Therapy / Emotion-Focused Therapy	Greenberg (2006)
Week 6: February 15	Psychotherapy Integration: The Search for Common Factors	Castonguay et al. (2015) Safran & Muran (2000)
Week 7: February 29	Ethics Revisited	TBD
Week 8: March 7	No Class (prepare for group presentation)	
Week 9: March 14	Specific interventions: Group presentations	TBD by groups
Week 10: March 21	Specific interventions: Group presentations	TBD by groups

Week 11: March 28	Review & Skills	
Week 12: April 4	Summary & Wrap up	