

**Faculty of Health
Department of Psychology
PSYC4061 3.0 M: THEORETICAL APPROACHES TO COUNSELLING &
PSYCHOTHERAPY**

Thursdays 2:30-5:30pm in R S128 (Ross - South, Room 128)
Winter 2024

This is an entirely in-person seminar course and is not suitable for students who cannot attend in-person. Part of your final grade (20%) is based on participation and, as such, the expectation is that students will attend lectures and participate in discussion and activities. Given the emphasis on class discussion and experiential activities, lectures will not be recorded to ensure a safe and confidential learning environment (see Confidentiality and Disclosure below). Lecture slides will be posted before each class.

Instructor Information

Instructor: Nikoo Norouzian, Ph.D.
Office Hours: By appointment via Zoom or phone
Email: niki93@yorku.ca

Email Policy

Each email must include “PSYC 4061” in the subject line, as well as your full name and student number in the body of the email. Please consult the syllabus and announcements/materials posted on eClass BEFORE submitting email inquiries.

Course Prerequisites (*please note that these are strictly enforced*)

HH/PSYC 1010 6.00; HH/PSYC 2030 3.00; HH/PSYC 2021 3.00 or HH/PSYC 2020 6.00;
HH/PSYC 2130 3.00; HH/PSYC 3140 3.00.

Course Credit Exclusions

HH/PSYC 4060 6.00, GL/PSYC 4250 3.00. Please refer to [York Courses Website](#) for details.

Course Website

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 V2.0, a digital learning tool which can be purchased from the York University bookstore or Cengage Publishing.

Course Description

This course surveys theoretical approaches to counselling and psychotherapy including psychodynamic, humanistic, cognitive-behavioural, postmodern, and systems approaches. The theoretical assumptions of each approach will be discussed, as well as how these translate to practice. Students will also learn about common factors shared across various approaches (e.g., the therapeutic alliance) and different approaches to psychotherapy integration. This course will foster critical thinking regarding similarities and differences between various therapy approaches, as well as considerations that influence clinical decision-making regarding which

approach to use (e.g., ethics, research, culture, therapist factors, client factors, psychotherapy process markers). Throughout, students will be encouraged to reflect about themselves as a potential therapist or helping professional with an emphasis on developing self-awareness regarding one's own character, past experiences, values, biases, and beliefs.

This course adopts a seminar format. To enrich your understanding of different psychotherapy approaches, the course will include lectures, class discussion, video demonstrations of various psychotherapy approaches, experiential activities, and guest speaker(s). In addition, most weeks will involve online activities to be completed via MindTap V2.0.

Confidentiality and Disclosure

As part of this class, active participation in both class discussion and experiential activities (e.g., role-play exercises such as practicing active listening with classmates) is expected. It is your choice whether to share real or fictional content and there is no expectation whatsoever to disclose personal information. If you choose to share personal information, please do so with an awareness of the classroom context and what is an appropriate level of disclosure (i.e., topics should be on the lighter side). In accordance with ethical professional practices, it is expected that students will maintain confidentiality outside of class. As well, students will potentially have differing points of view on any given discussion topic and students are expected to treat one another with the utmost respect and dignity. Violating these expectations will not be tolerated. In the event of a violation, the offending student will lose participation grades and potentially be prevented from attending additional lectures prior to engaging in a discussion with the instructor.

Program Learning Outcomes

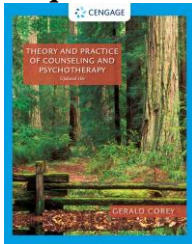
Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in 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 Learning Objectives

1. Critically appraise contributions, strengths, and limitations of different therapy approaches.
2. Gain an appreciation for factors that transcend specific theories of psychotherapy (e.g., common factors).
3. Critically reflect on own values, biases, etc. in relation to various theoretical approaches.

Required Course Text



Corey, G. (2020). *Theory and Practice of Counselling and Psychotherapy, Enhanced (Updated 10th edition)*. Boston: Cengage Learning.

MindTap V2.0 software associated with this text will be used for this course and both the text and MindTap can be purchased from the York University bookstore or Cengage Publishing.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
In-class Participation	Throughout the course	20%
MindTap Activities	Throughout the course	30%
Mini Reflection Paper	February 26, 2024	15%
Final Reflection Paper	April 1, 2024	35%
Total		100%

Description of Assignments

In-class Participation (20%)

Students may earn up to **2% per class** in which they actively participate, up to a total of 20% (2% multiplied by **10 classes** = 20%). Participation will be evaluated based on:

- Attending seminar on time and being engaged throughout (e.g., not using cellphone; see Electronic Device Policy below for details)
- Evident preparation for discussion about readings (book chapter(s) and/or articles)
- Active involvement in discussion
- Active participation in experiential exercises

Since there are 12 classes in total, the 10 highest participation grades for each student will be used and **students may miss up to 2 classes with no penalty**. This allows flexibility if any illnesses, conflicts, etc. occur, and students are encouraged to consider staying home if they are sick to prevent spreading illness to others. Given the inherent flexibility in this course element, there are **NO** exceptions and students who miss more than 2 classes will receive a grade of zero (out of 2%) for each subsequent missed class.

MindTap Activities (30%):

Students will complete MindTap activities (short quizzes, video activities illustrating different therapy approaches, etc.) corresponding to each chapter of the Corey textbook. These must be submitted on MindTap V2.0 **prior to start of class (Thursdays at 2:29pm)** for the week in which each Corey textbook chapter is assigned (e.g., for Week 2, the activities associated with chapters 2 and 3 are due by Thursday January 18 at 2:30pm).

Students may earn up to **3% per chapter's worth of MindTap activities** up to a total of 30% (3% multiplied by **10 chapters** = 30%). Since a total of 11 chapters from the Corey textbook are

assigned, the 10 highest scores will be used and **students may miss MindTap activities associated with ONE chapter with no penalty.**

There are a couple weeks (Weeks 1 and 10) in which no Corey textbook chapter is assigned and, as such, there are no MindTap activities due for those weeks. Further, all MindTap activities are available to students from the first day of class, allowing students to complete activities in advance if they foresee conflicts. Given the inherent flexibility in this course element, there are NO exceptions and students who miss more than one chapter's worth of MindTap activities will receive a grade of zero (out of 3%) for each subsequent missed set of activities.

Mini Reflection Paper (15%):

Due Date: Monday, February 26, 2024, at 11:59pm, via Turnitin on eClass

Length and Format: 4-6 pages not including title page and references (if any), typed, 1-inch margins, 12-point font (Times New Roman), double-spaced pages, APA style (7th edition)

To encourage ongoing reflection and critical thinking, students will write a paper reflecting on **three** of the assigned readings so far. For each of the three readings you choose, you should write 1-2 double-spaced pages (totaling 4-6 double-spaced pages for the entire paper) addressing at least one of the prompts below per reading. All three prompts should be addressed at least once across the paper.

- 1) One idea I found **interesting** (i.e., that stimulating curiosity regarding a specific topic) was...
- 2) One idea I found **surprising** or that **challenged my thinking** on a specific topic was...
- 3) Something I **didn't agree with** or **had questions about** was...

A strong paper will be one that demonstrates reflection and critical thinking regarding **all three** chosen readings, with **each prompt addressed at least once**. A weak paper will be one that makes little to no reference to the readings, or that demonstrates poor understanding, limited reflection, and/or limited critical thinking. While students can mention lecture or textbook content if relevant, this should be kept to a minimum with the bulk of the paper focusing on the assigned readings. This is an informal paper that should use the first person (e.g., "I believe...", "I feel that..."). **Paper should still follow APA style (7th edition) and this includes making citations where appropriate.** Additional research beyond the readings is *not* required.

Final Reflection Paper (35%):

Due Date: Monday, April 1, 2024, at 11:59pm, via Turnitin on eClass

Length and Format: 10-12 pages not including title page and references (if any), typed, 1-inch margins, 12-point font (Times New Roman), double-spaced pages, APA style (7th edition)

To help students integrate course material and build self-awareness, students will write a paper addressing each specific prompt below. The general prompts below should be considered and discussed throughout as it pertains to **each** specific prompt. The paper should be organized as a coherent essay rather than as a series of questions and responses.

Specific prompts:

- 1) What is your ‘theory of change’? How do you conceptualize change in psychotherapy and how do you believe psychotherapy supports people in achieving and maintaining change? What are the key ‘ingredients’ of a therapy that is effective in helping people change?
- 2) How do you understand the role of the client and the role of the therapist (e.g., to listen, to support, to offer advice or expertise)? What kind of therapist-client relationship do you believe is ideal? For example, you might consider the kind of relationship you would most appreciate if you were a client.
- 3) If you were a therapist, what kind of therapist would you be and/or aspire to be? What kind of characteristics would you want to embody? What might you find difficult or challenging and how would you endeavour to handle such situations?
- 4) Which approach(es) of therapy best ‘fit’ you? Articulate how you think these approach(es) understand human nature (including how they understand change, therapist and client roles, and the therapeutic relationship) and explain why this resonates with you. Consider contrasting with approach(es) with which you resonate less.

General prompts (to be considered and discussed throughout):

- 1) How are your answers to the specific prompts influenced by your personal characteristics (e.g., culture, past experiences, values, biases, and beliefs)?
- 2) Would your answers to the specific prompts be different under any circumstances? Are there any considerations (e.g. ethics, research, culture, therapist factors, client factors, psychotherapy process markers) that would influence you? For example, while you might have a preferred approach in general, would you ever deviate from this approach?

Though you are expected to draw on course content, a weak paper will be one that simply regurgitates course content without demonstrating **personal** reflection. A strong paper will be one where you reflect deeply about your personal characteristics. This is an informal paper that should use the first person (e.g., “I believe...”, “I feel that...”). **Paper should still follow APA style (7th edition) and this includes making citations where appropriate.** Additional research beyond the lectures, textbook, and assigned readings is *not* required.

Policy for Late Papers

In addition to eClass submission portals being open 7 days prior to each deadline (allowing students to submit papers early if desired), both the Mini Reflection Paper and Final Reflection Paper assignments have a **4-day grace period** where students can submit up to 4 days after the deadline with **no penalty**:

- Friday, **March 1 at 11:59pm** for the Mini Reflection Paper
- Friday, **April 5 at 11:59pm** for the Final Reflection Paper

This allows flexibility should students have any personal circumstances that interfere with submitting by the deadline. Students should aim to submit by the deadline and treat the grace period as “bonus” time should it be needed. Students do not need to email the instructor to use this grace period – simply submit your paper on eClass before the dates above.

Papers submitted beyond the 4-day grace period will receive a **10% per day penalty** up to a total of 3 days (i.e., up to 7 days after the original due date). For example, if you obtain a perfect grade (100%) on your paper but submit on the 3rd day after the grace period, you will receive a

grade of 70%. **The eClass submission portal will close after 7 days and NO papers will be accepted more than 7 days beyond their due date** (i.e., Monday, March 4 at 11:59pm for the Mini Reflection Paper and Monday, April 8 at 11:59pm for the Final Reflection Paper). In other words, papers more than 7 days late will receive a **grade of 0**. No extensions will be provided as these course components are already extremely flexible and designed to accommodate any unforeseen circumstances.

Electronic Device Policy

Electronic devices (e.g., laptops, tablets) are permitted during class **for note-taking and other course-related purposes only**. It is strongly recommended that you put phones away during lecture and refrain from engaging in non-course-related activities (e.g., online shopping, watching videos). Even if you are quiet, such activities are distracting to other students.

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/Midterms/Exams/Late Assignments

There are **no tests or exams** in this course. **Please see Policy for Late Papers section above** for my policy on late assignments. Below is the generic information from the department:

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. 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. **Valid reasons include one’s own illness, a significant injury, or a death in the family (with valid documentation).**

[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 test or late assignment.

Add/Drop Deadlines

For a list of all important dates, see [Undergraduate Fall/Winter 2023-2024 Important Dates](#)

	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	January 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	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). **Please note that simply ceasing to attend class does not constitute officially dropping the course.**

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, 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

In order to promote academic integrity, written assignments will be submitted to Turnitin via the eClass course site. You will be able to see your overlap percentage after you submit your assignment. Provided you have submitted early enough before the deadline, you can make adjustments and re-submit again if you need to. Note that papers submitted through Turnitin thereafter become source documents in the Turnitin database, where they will only be used in the detection of future plagiarism (which includes self-plagiarism i.e., submitting a paper to this class that was previously submitted in another class which is considered a breach of academic honesty). More information pertaining to the terms of use for Turnitin may be found on their [Website](#). It is expected 1) that **all written work be original and completed independently**; 2) **that others' published work be paraphrased or quoted and cited properly**; and 3) with proper APA referencing style where applicable.

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 PSYC 4061 3.0 M 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](#).

Writing Skills

Since support with general writing skills and APA style formatting is outside the purview of this course, please consider the following supports as an alternative: the York University Writing Centre: <https://www.yorku.ca/laps/writing-centre/writing-support/>, the American Psychological Association (APA) Publication Manual (available at the library or bookstore), and free online tutorials from APA: <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

Student Well-Being Resources:

Your mental health and well-being are important. Should you need support, please consult the supports available here: <https://www.yorku.ca/well-being/resources/students/>

Tentative Course Schedule

Date	Topic	Readings
Week 1: January 11	Introduction & Common Factors	Assigned reading* <i>(No MindTap this week)</i>
Week 2: January 18	The Counselor as a Person & Ethics	Chapters 2 & 3
Week 3: January 25	Psychotherapy Integration & Responsivity to Psychotherapy Process Markers	Chapter 15 & Assigned reading*
Week 4: February 1	Psychoanalytic & Psychodynamic Approaches	Chapter 4 & Assigned reading*
Week 5: February 8	Person-Centred Therapy & Motivational Interviewing	Chapter 7 & Assigned reading*
Week 6: February 15	Gestalt Therapy & Emotion-Focused Therapy	Chapter 8 & Assigned reading*
February 22	<i>No class! (Reading Week)</i>	<i>No readings!</i>
Week 7: February 29	Behaviour Therapy <i>Mini Reflection Paper due February 26 (+ 4-day grace period)</i>	Chapter 9
Week 8: March 7	Cognitive Behaviour Therapy	Chapter 10 & Assigned reading*
Week 9: March 14	Existential Therapy & Acceptance and Commitment Therapy	Chapter 6 & Assigned reading*
Week 10: March 21	Dialectical Behaviour Therapy	Assigned reading* <i>(No MindTap this week)</i>
Week 11: March 28	Postmodern Approaches	Chapter 13
Week 12: April 4 <i>(Last class)</i>	Family Systems Therapy & Wrap-up <i>Final Reflection Paper due April 1 (+ 4-day grace period)</i>	Chapter 14

*Assigned readings (which will consist of various journal articles, book chapters, etc.) will be posted ahead of lectures on eClass for students to have time to read the material.

Please be aware that course schedule/readings are subject to change prior to course starting. Please look to course announcements and updates on eClass for any changes.