

Faculty of Health
Department of Psychology
**PSYC 4062 3.0, Section O: SKILLS AND TECHNIQUES IN COUNSELLING AND
PSYCHOTHERAPY**
Fridays 8:30 AM to 11:30 AM
Winter 2024
ROOM: HNE B10

The course will be in-person. Classes will not be recorded for students who cannot attend.

Instructor Information

Kristina Cordeiro, M.A.

Office Hours: By appointment only, via Zoom or in-person

Email: krismc85@yorku.ca

There is no TA for this course.

Course Prerequisite(s): Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a passing grade
- HH/PSYC 2021 3.00 (Stats Methods I) or HH/PSYC 2020 6.00 (Stats 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 materials will be available and/or accessible to you via the course **eClass** site, unless I let you know otherwise. This site is your central access point for everything you need (e.g., lecture slides, assignment instructions, readings, video links, this syllabus). Lecture slides will be posted on the course website before each class. Check the site regularly and look out for important changes and updates!

COURSE DESCRIPTION

This course is an extension of PSYC 4061: Theoretical Approaches to Counselling and Psychotherapy. Drawing from the deliberate practice training model, this course will focus on the development and application of evidence-based psychotherapy and counselling skills and techniques. Students will learn about and discuss important counselling concepts/ideas and engage in experiential learning by practicing active listening, empathic responding, and other fundamental skills used by mental health

professionals. Foundational person-centred concepts and interventions will be introduced and practiced through various activities and exercises, which will include but are not limited to creating an environment of safety and trust, developing the therapeutic relationship, empathic active listening, and paraphrasing and reflecting. Other skills will be touched upon in this course which include goal setting and treatment planning, working with emotions, and rolling with resistance. Additionally, students will be introduced to and will engage in psychotherapy process analysis through class discussions, reviewing and discussing therapy videos in-class, and through tests and assignments.

Program Learning Outcomes and Course Objectives

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

1. Develop fundamental skills for effective psychotherapy and counselling processes, including active listening and various empathic responses.
2. Deepen self-awareness of one's own values, motivations, and biases through discussion, experiential learning, and written reflection.
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 in a sensitive manner that respects everyone's privacy and confidentiality.
6. Articulate trends in skills and techniques in counselling and psychotherapy.
7. Demonstrate knowledge in skills and techniques in counselling and psychotherapy, and why/when to apply them, practicing evidence-based interventions from CBT, DBT, ACT, & EFT.
8. Understand the role of play in child therapy and recognize important modifications to therapy for effective engagement with youth and families.
9. Critically reflect on skills and techniques of foundational counselling and psychotherapy work; examine moment-to-moment processing in psychotherapy sessions.

Required Textbooks

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

- Available for purchase at the York U Bookstore
- 1 copy on reserve at Scott Library

Chen, M. & Gibling, N.J. (2018). *Individual Counseling and Therapy Skills and Techniques*. New York, NY: Routledge

- Free e-copy available through York's library system
- Can be purchased online (amazon or Caversham bookstore)
- 1 copy on reserve at Scott Library

COURSE REQUIREMENTS AND GRADING:

Assessment	Date of Evaluation (if known)	Weighting
Participation	Ongoing	15%
Reflection Paper	February 9, 2024	15%
Interview Transcription	March 8, 2024	20%
Process Coding Assignment	April 5, 2024	25%
Final Exam	TBD*	25%
Total		100%

Description of Evaluations

Participation (15% 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 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.

How your participation will be evaluated:

1. On time and present for all classes.
2. Preparation for discussion, having read the readings for that class.
3. Active and regular participation in discussion.
4. Active engagement in role plays and in-class exercises.

Assignment 1: Reflection Paper (15% of final grade)

Due: February 9, 2024

You will submit a 3-to-4-page (double spaced, 12-point font) reflection paper. This paper represents the start of an ongoing reflexive practice. You will be asked to think about your presuppositions (beliefs or assumptions) about therapy and personality change, as well as any thoughts, feelings, or questions you may have at this time about psychotherapy in general. You will reflect and write about any areas of comfort or discomfort, strengths and vulnerabilities, biases, and privileges that may influence you as a helper or “therapist.” Are there specific populations you would like to work with, or not, and why? What characteristics or interpersonal style do you have as a person that might make you an effective counsellor?

Instructions and a grading rubric will be provided in class and posted on the course website.

The penalty for late assignments is 5% per day late.

Assignment 2: Interview and Commentary (20% of final grade)

Due: March 8, 2024

You will record and transcribe a 15-to-20-minute initial interview/session with a classmate. As the “therapist” you will be asked to conduct an interview with the “client”. You will need to make notes comprising both content summaries, process comments about the foundational empathy and interviewing skills you are demonstrating, which you will have learned about in class, and possible alternate responses. Each student will transcribe a continuous segment (not sections put together) of the interview, verbatim.

In addition to the transcription with process comments, you will submit to 3-to-4-page (double-spaced, 12-point-font) reflection on your strengths and weaknesses as a helper or “therapist”, as demonstrated in the interview. This may include your overall impression of the interview segment, including how well you feel it demonstrates your current skill level, and comment on the interpersonal dynamics impacting (positively or negatively) the therapeutic alliance and/or any other important aspects of the interview segment that you feel had a particular impact. For example, you may want to address your strengths or difficulties with employing different techniques or responses (e.g., reflections, paraphrases), discuss the potential effects of learning these helping skills outside the classroom in your everyday life, address obstacles in developing your skills, or describe any particularly poignant or “aha” moments and their subsequent impact on your helping skills. I am interested in your experience, your insights and your elaboration of significant moments in the evolution of your helping skills.

You are NOT being marked based on your skill as a therapist, but on your ability to thoughtfully reflect on what you did, on the therapeutic interview process, and your comments and alternate responses. I am interested in your interpretation of the therapy process based on the information and skills that you have learned in this course.

Instructions and a grading rubric will be provided in class and posted on the course website.

The penalty for late assignments is 5% per day late.

Assignment 3: Therapy Process Coding (25% of final grade)

Due: April 5, 2024

You will watch three videotaped sessions of different treatments, including Time-Limited Dynamic Psychotherapy, Existential-Integrative Psychotherapy, and CBT Exposure Therapy. For each, you will be asked to identify/select short segments that exemplify the skills and techniques learned in class, including but not limited to moments showing good empathy, poor empathy, or alliance ruptures. You will need to identify when things are going well, and not. As part of this, you need to remain reflexive as to your own biases and preferences (e.g., you may prefer humanistic interventions and find you have a visceral response to the CBT therapist). Your comments will need to address both the characteristics and behaviour of the therapist as well as the ‘yield’ or impact the intervention or approach has on the client. How productive or non-productive is it? Are there aspects or characteristics of the client influencing the session?

You will need to select 12 segments in total (2 to 5 from each video). These segments or excerpts should be 1 to 5 minutes in length, no longer. You will then provide a detailed commentary about

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your observations of the therapist, the client, the intervention, and the process markers you select (e.g., moments of good empathy...what kind of empathy was it...was it effective?). This is not an essay, and your comments will be organized into a PowerPoint presentation.

Instructions and a grading rubric will be provided in class and posted on the course website.

The penalty for late assignments is 5% per day late.

Final Exam (25% of final grade)

Test Date: TBD (during examination period)

The course final exam will be based on all assigned readings (textbook chapters, articles or other resources shared) and class lecture material provided throughout the term. The exam will be cumulative. The exam will be scheduled during the final examination period.

Exam Format: 80 Multiple Choice questions and 4 Short Answers.

If you miss the final, you will be offered ONE opportunity to write a make-up test after the exam period (date TBD). You MUST email me directly within 24 - 48 hours of the missed exam AND submit the online form: [HH PSYC: Missed Tests/Exams Form](#).

Class Format and Attendance Policy

The course will be delivered in-person. Classes will not be recorded for students who cannot attend. Attendance in class is required and will be documented at the start of class and again after the mid-class break. Generally, classes will begin with a brief lecture, followed by class discussion and/or experiential activities (practice, exercises, group coding etc.).

This course will be taught in a workshop format and active participation is part of your grade. This means that classes will include:

1. Deliberate Practice: Role-playing and group practice of skills.
2. Direct teaching/lessons and review of readings for each class.
3. Group discussions and experiential exercises.
4. Video demonstration of skills.
5. Homework, including readings, reflections, and implementation of course content.

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. Students will also be encouraged to become aware of and reflect upon their own values, motivations, strengths, and limitations in terms of what they bring to the therapeutic relationship, and in relation to their emerging understanding of the process of counselling.

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 may choose 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.

Diversity & Inclusion

This class endeavors to foster an environment that promotes equity, diversity, and inclusion. Please see the following for more information and resources: College of Psychologists of Ontario. Equity, Diversity, and Inclusion (EDI): <https://cpo.on.ca/about-cpo/equity-diversity-and-inclusion/>

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

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. Tablets and laptops 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.

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC4062 O 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

For a list of all important dates please refer to: [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

Academic Integrity (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 recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

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.

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.

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

“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](#).

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](#).

Helpful Links

About your studies at York University:

[Important Dates for 2023/2024 Academic Year](#)

[Academic Petitions: Information and Package](#)

[When is our exam? Search for your undergraduate Final EXAM SCHEDULE](#)

Volunteering and Graduate School:

[CPA: Applying to Canadian Graduate Schools](#)

[York University Psychology Research Labs: Where do you want to volunteer?](#)

Student Success Programs

[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](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.

- 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.
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our 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 (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadmn@yorku.ca, and request to be added to the listerv.

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^[SEP]

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

^[SEP]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

Instructor: Cordeiro, Kristina

Phone (available 24/7): 1-833-456-4566^[1]_{SEP}

Text message (4pm to midnight): 45645^[1]_{SEP}

For people experiencing a psychological crisis

COURSE SCHEDULE
TOPICS, DEADLINES, AND READINGS

Date	Week	Topic	Required Readings
Jan 12	1	Introduction: Theoretical Review, Evidence-Based Psychotherapy, and Deliberate Practice	Cook et al., 2016 Martin, Chapter 19 (select pages)
Jan 19	2	Ethical Issues in Practice: Spotlight on Cultural Humility, Self-Awareness, and Self-Care	Chen & Giblin, Chapter 13 Hill, Chapters 3 & 4 Brown, 2009
Jan 26	3	Effective Listening and Channels of Receptivity	Martin, Chapter 2 (select pages) Hill, Chapter 6 Sutton, 2016
Feb 2	4	A Deep Dive into Empathic Responses, Reflecting Emotion, and Validation	Chen & Giblin, Chapter 4 Watson, 2016
Feb 9	5	Clinical Assessment and Effective Interviewing: Questioning, Restatements, and Paraphrasing, oh my!	Chen & Giblin, Chapters 5 & 6 Hill, Chapters 7 & 8
Feb 16	6	Case Formulation, Treatment Planning, and Evaluating Progress...Is It Working?	Hagmayer et al., 2021 Persons, Chapter 9
Feb 23	READING WEEK: NO CLASSES		
Mar 1	7	It's not (Always) About the Content: Deepening, Working with Affect, and Leveraging the Here and Now	Hill, Chapters 10, 11, 12 Early Career Therapists, Online Article
Mar 8	8	Common Factors & the Therapeutic Relationship: Client Centred Techniques and Navigating Ruptures	Hill, Chapter 13 Chen & Giblin, Chapter 2 Eubanks et al., 2018
Mar 15	9	When the Going Gets Tough: Motivational Interviewing, Working with Silence, and Your Own "Stuff"	Chen & Giblin, Chapter 7 Westra & Aviram, 2013 Norouzian et al., 2020
Mar 22	10	General Intervention Techniques (ASYNCHRONOUS & ONLINE)	Chen & Giblin, Chapter 8 Chen & Giblin, Chapter 9
Apr 29	GOOD FRIDAY: NO CLASS		
Apr 5	11	Approach-Specific Techniques: CBT, DBT, ACT, and EFT	Chen & Giblin, Chapter 10
Apr 8	12	Counselling Skills with Youth and Families: Spotlight on Emotion Focused Family Therapy	Drewes & Schaefer Chapter (Play) Stallard Chapter (CBT) Foroughe et al., article (2023)

Assigned readings will be posted ahead of time on eClass for you to read prior to class. Please note that course schedule/readings are subject to change. Look to course announcements and updates on eClass for any changes. Changes will be announced in class as well.

READING LIST

WEEK 1

1. Cook, S.C., Schwartz, A.C., & Kaslow, N.J. (2017). Evidence-Based Psychotherapy: Advantages and Challenges. *Neurotherapeutics: The journal of the American Society for Experimental Neurotherapeutics*, 14(3), 537–545. <https://doi.org/10.1007/s13311-017-0549-4>
2. Martin, D.G. (2016). Research evidence. In M.G. Martin, *Counseling & therapy skills* (p.293 - 315). Waveband Press, Inc.

Optional:

- Chen, M., & GIBLIN, N.J. (2018). Theoretical frameworks (Chapter 1). In M. Chen and N.J. Giblin, *Individual counseling and therapy: Skills and techniques*. Routledge.

WEEK 2

1. Chen, M., & Giblin, N.J. (2018). Counseling persons with diverse and multicultural backgrounds (Chapter 13). In M. Chen and N.J. Giblin, *Individual counseling and therapy: Skills and techniques*. Routledge.
2. Hill, C.E. (2020). Self-Awareness (Chapter 3). In C.E. Hill, *Helping skills: Facilitating exploration, insight, and action*. American Psychological Association.
3. Hill, C.E. (2020). Cultural Awareness (Chapter 4). In C.E. Hill, *Helping skills: Facilitating exploration, insight, and action*. American Psychological Association.
4. Brown, L. S. (2009). Cultural competence: A new way of thinking about integration in therapy. *Journal of Psychotherapy Integration*, 19(4), 340–353. <https://doi.org/10.1037/a0017967>

WEEK 3

1. Martin, D.G. (2016). Learning to hear. In M.G. Martin, *Counseling & therapy skills* (16 - 31). Waveband Press, Inc.
2. Hill, C.E. (2020). Skills for providing support (Chapter 6). In C.E. Hill, *Helping skills: Facilitating exploration, insight, and action*. American Psychological Association.
3. Sutton, J. (2016, July 21). *Active listening: The art of empathetic conversation*. Positive Psychology. <https://positivepsychology.com/active-listening/#4-active-listening-skills>

WEEK 4

1. Chen, M., & Giblin, N.J. (2018). Empathic responding skills — The skills of building connection (Chapter 4). In M. Chen and N.J. Giblin, *Individual counseling and therapy: Skills and techniques*. Routledge.
2. Watson, J.C. (2016). The role of empathy in psychotherapy: Theory, research, and practice. In D. J. Cain, K. Keenan, & S. Rubin (Eds.), *Humanistic psychotherapies: Handbook of research and practice* (pp. 115–145). American Psychological Association.

WEEK 5

1. Chen, M., & Giblin, N.J. (2018). Clinical assessment skills (Chapter 5). In M. Chen and N.J. Giblin, *Individual counseling and therapy: Skills and techniques*. Routledge.

2. Chen, M., & Giblin, N.J. (2018). How to conduct the intake interview (Chapter 6). In M. Chen and N.J. Giblin, *Individual counseling and therapy: Skills and techniques*. Routledge.
3. Hill, C.E. (2020). Skills for exploring noneffective content, thoughts, narratives, and stories (Chapter 7). In C.E. Hill, *Helping skills: Facilitating exploration, insight, and action*. American Psychological Association.
4. Hill, C.E. (2020). Skills for exploring feelings (Chapter 8). In C.E. Hill, *Helping skills: Facilitating exploration, insight, and action*. American Psychological Association.

WEEK 6

1. Hagmayer, Y., Witteman, C., & Claes, L. (2021). PACT: A protocol for assessment, mechanism-based case formulation and treatment planning. *Journal of evaluation in clinical practice*, 27(3), 648–656. <https://doi.org/10.1111/jep.13540>
2. Persons J.B. (2008). Monitoring progress (Chapter 9). In J.B. Persons, *The case formulation approach to cognitive-behaviour therapy*. Guilford Press.

WEEK 7

1. Hill, C.E. (2020). Overview of the insight stage (Chapter 10). In C.E. Hill, *Helping skills: Facilitating exploration, insight, and action*. American Psychological Association.
2. Hill, C.E. (2020). Skills for fostering awareness (Chapter 11). In C.E. Hill, *Helping skills: Facilitating exploration, insight, and action*. American Psychological Association.
3. Hill, C.E. (2020). Interpretive skills (Chapter 12). In C.E. Hill, *Helping skills: Facilitating exploration, insight, and action*. American Psychological Association.
4. *Content vs process in therapy: Questions are not used to gather information, but instead to generate experience*. Early Career Therapists. Retrieved November 13, 2020, from <https://www.earlycareertherapists.com/content-vs-process>

Optional:

- Greenberg, L. S., & Pascual-Leone, A. (2006). Emotion in psychotherapy: a practice-friendly research review. *Journal of clinical psychology*, 62(5), 611–630. <https://doi.org/10.1002/jclp.20252>
- Shigeru Iwakabe, Kaori Nakamura & Nathan C. Thoma (2023) Enhancing emotion regulation, *Psychotherapy Research*, 33:7, 918-945, DOI: 10.1080/10503307.2023.2183155

WEEK 8

1. Hill, C.E. (2020). Skills for processing the therapeutic relationship (Chapter 13). In C.E. Hill, *Helping skills: Facilitating exploration, insight, and action*. American Psychological Association.
2. Chen, M., & Giblin, N.J. (2018). Common therapeutic factors (Chapter 2). In M. Chen and N.J. Giblin, *Individual counseling and therapy: Skills and techniques*. Routledge.
3. Eubanks, C. F., Burckell, L. A., & Goldfried, M. R. (2018). Clinical Consensus Strategies to Repair Ruptures in the Therapeutic Alliance. *Journal of psychotherapy integration*, 28(1), 60–76. <https://doi.org/10.1037/int0000097>

Optional:

- Wampold B. E. (2015). How important are the common factors in psychotherapy? An update. *World psychiatry : official journal of the World Psychiatric Association (WPA)*, 14(3), 270–277. <https://doi.org/10.1002/wps.20238>
- Cuijpers, P., Reijnders, M., & Huibers, M. J. H. (2019). The Role of Common Factors in Psychotherapy Outcomes. *Annual review of clinical psychology*, 15, 207–231. <https://doi.org/10.1146/annurev-clinpsy-050718-095424>

WEEK 9

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