

**Faculty of Health
Department of Psychology
PSYC 4062 3.0 Section P: Skills and Techniques in Counselling and Psychotherapy**

**Wednesday/2:30-5:30/ Stong College Room 224
Winter 2024**

This course will be delivered in-person. Lecture slides will be available at least one week before each class. There will be an emphasis on in-class exercises and discussion. The course is an extension of PSYC 4061: Theoretical Approaches to Counselling and Psychotherapy, and as such this course will focus on foundational, evidence-based psychotherapy skills such as: active listening, empathy, and clinical interviewing. Students will also be introduced to psychotherapy process analysis by reviewing therapy videos.

Instructor Information

Instructor: Amanda Piccirilli, MA
Office Hours: By appointment, in Room BSB 311 or on Zoom
Email: amanda97@my.yorku.ca

Course Prerequisite(s):

HH/PSYC 1010 6.00;
HH/PSYC 2030 3.00;
one of HH/PSYC 2021 3.00, HH/PSYC 2020 6.00;
HH/PSYC 2130 3.00,
HH/PSYC 3140 3.00;
HH/PSYC 4061 3.00

Course Credit Exclusions

HH/PSYC 4060 6.00.

Course website: [eClass](#)

All lecture materials will be available on the course eClass site, unless otherwise indicated. The site will be your central access point for course materials, videos, readings, and submitting assignments.

Course Description

This course is intended to build upon the knowledge you have gained in your psychotherapy theory course (PSYC 4061) by introducing you to counselling and therapy skills that cut across various models of psychotherapy. You will participate in experiential exercises designed to introduce beginner therapy and interviewing skills (e.g., active listening exercises, formulating responses, paraphrasing, and summarizing). Additionally, you will be introduced to

psychotherapy process analysis through class discussion, reviewing videos in class, and through assignments. There will be an emphasis on self-reflection and becoming aware of your own values, strengths and limitations, what you bring to the therapeutic relationship, and personal development. As a seminar course, class participation and contribution to class discussion are expected of all students.

Confidentiality and Disclaimer

As part of the experiential learning component of the course, you will be expected to engage in role-play exercises with your classmates so you may practice your active listening, interviewing, empathic reflection, and paraphrasing skills. Please note that when in the role of 'client', it is your choice whether to share real or fictional content. If you do choose to share personal information during role-plays or group discussions, 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. You are not receiving or delivering actual therapy, and you are not a client or therapist in the context of the course). However, in keeping with ethical professional practices, *all* students are required to respect one another's right to privacy and to treat any content shared during the role-plays or group discussions as confidential.

Please keep in mind that Amanda Piccirilli's role in this course is that of instructor/course director, and is not considered to be students' clinician or clinical assessor. In addition, students are learning psychotherapy techniques as academics and completion of this course does not provide you with the credentials to practice the controlled act of psychotherapy.

Program Learning Outcomes

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

1. Demonstrate in-depth knowledge in skills and techniques in counselling and psychotherapy.
2. Critically evaluate, synthesize, and resolve conflicting study results in skills and techniques in counselling and psychotherapy.
3. Articulate trends in skills and techniques in counselling and psychotherapy.
4. Locate psychotherapy research articles and show critical thinking about research findings.
5. Express knowledge of psychotherapy theory and skills in written form.
6. Engage in evidence-based dialogue about psychotherapy with course director and peers.
7. Demonstrate an ability to work with others on group assignments.

Specific Learning Objectives

Students will learn:

- To develop empathic listening skills & skills for fostering, maintaining and repairing the therapeutic alliance

- Foundational clinical interviewing skills
- To begin a process of critical thinking about various extra-therapy issues impacting psychotherapy practice and outcomes (e.g. self-disclosure)
- To cultivate an awareness of various ethical/professional issues as they relate to the practice of psychotherapy (limits of confidentiality, personal boundaries, etc.)
- To cultivate a process of self-awareness of the unique beliefs, values, strengths and weaknesses we bring to therapy and of the impact of this perspective on our practice and ourselves. These include cultivating your competence with dealing with the role of culture and diversity regarding the therapeutic alliance.

Required Text

Counseling & Therapy Skills, Fourth Edition by David G. Martin

Available in the YorkU bookstore and Scott Library. Other readings or video materials will be posted on eClass.

Class Format and Attendance Policy

This is an in-person seminar where students are expected to attend. Attendance and in-class participation are a significant part of a students' grade.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
In-Class Participation	Ongoing	15%
Reflection I	January 17	5%
Cultural Assignment	January 31	15%
Process Coding Assignment	February 14	10%
Interview Assignment	March 6	20%
Group Presentation	March 20, 27, April 3	30%
Reflection II	April 10	5%
Total		100%

Description of Assignments

More detailed instructions and rubrics for assignments will be posted on eClass. It is expected that all assignments will be completed independently (with the exception of group assignments).

Participation – 15%

A portion of your grade will be based on your level of participation and engagement in class exercises and discussions. Students are also required to participate during discussion periods of other students' presentations.

Reflections – 10%

You will complete two, brief reflection papers (1-2 pages). One will be assigned at the beginning of term, and the other at the end of term for you to evaluate your own learning and how the course impacted your thinking and development. You will be asked to reflect on your values and qualities that you bring to therapy, reactions to class discussions and readings, and your learning experiences.

Process Coding Assignment – 10%

A significant portion of class time will be spent reviewing therapy videos to learn and practice psychotherapy processing coding. For this assignment you will be expected to make process notes on a segment of video from a selection of videos that will be provided to you.

Cultural Assignment – 15%

You will complete a reflection paper on your awareness of culture and diversity (4-5 pages). The purpose of this assignment is to encourage you to acknowledge the many different contexts that have affected you as both a person and potential future professional. It is also important to realize and reflect on your own assumptions about culture and how it may influence how you think about psychotherapy.

Presentation – 30%

Presentations will be completed in groups, and each group will be responsible for reviewing and discussing the evidence base for particular techniques (e.g., thought records, exposures, behavioural chain analysis). Presentations will be 30 minutes long with a 15 minute Q&A period.

Interview Assignment – 20%

This assignment will have multiple components. First, in groups of two you will take turns administering a semi-structured clinical interview that will be provided for you. Recording is optional but will not be required for assignment submission. Second, you will be asked to include a 1 page reflection on the process of administering the interview. Third, you will submit a short report (2-3 pages) based on the clinical interview using a report template.

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 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.

[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 [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)	September 20	September 20	January 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	November 9 – December 5	February 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.

Information on Plagiarism Detection

The University has subscribed to the Turnitin service which helps course directors 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-person. Electronic devices are permitted during class time for course-related purposes.

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 PSYC4062P 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 2024	Lecture Topic	Readings
January 10	Introduction	-
January 17	Ethics & self-awareness *Reflection I due*	Martin Chapter 11; Weigl, 2009; Clay, 2010; Professional Boundaries in Health Care Relationships
January 24	Active listening, empathic attunement	Martin Chapter 1 & 2
January 31	Paraphrasing & empathic responding *cultural assignment due*	Martin Chapter 3 & 7
February 7	The therapeutic relationship	Martin Chapter 6; Bordin, 1979
February 14	Clinical Interviewing *processing coding assignment due*	Martin Chapter 5 & 10; McWilliams, 1999
February 21	READING WEEK NO CLASS	-
February 28	Working with emotion	McMain et al., 2010; Pos & Greengerg, 2007

March 6	Rolling with resistance *Interview Assignment due*	Miller et al. Chapter 3 & 4
March 13	Ending therapy	Martin Chapter 12; Vasquez et al., 2008
March 20	Group Presentations	TBD
March 27	Group Presentations	TBD
April 3	Group Presentations	TBD

Reflection II due April 10th