

PSYC-4062 3.0S
York University – Faculty of Health, Department of Psychology
Techniques, Counselling, & Psychotherapy 3.0
January to April 2024 CC109

INSTRUCTOR: Dr. Leah Zalan, Ph.D., C. Psych.

lzalan@yorku.ca (please allow 24 hours for a response)

Location: CC 109 (Calumet College)

OFFICE HOURS: Email me, meetings will be via zoom

This class will be in person. Lectures will not be recorded to accommodate for missed classes.

COURSE TIME: Wednesdays 8:30-11:30am

Please note:

****This course syllabus may be subject to change. Students will be notified in class and on the course website of such changes****

Dr. Zalan's role in this course is that of teacher/instructor, and is not considered to be a student's clinician or clinical assessor.

Inclement Weather: If Dr. Zalan is unable to attend in-person lectures due to inclement weather and unsafe driving conditions, an announcement will be posted on e-class as soon as possible, no later than 6:30am the day of class. Please check these announcements regularly.

Textbooks:

Stafford, M.R., & Bond, T. (2020). Counselling Skills in Action, 4th edition. London, UK:

Sage.

Available at the York Bookstore.

This class endeavours 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

In-class participation..... 25%

Presentations 35%

Paper (Due March 27 in class)..... 30%

Reflection Paper (due Feb 28 in class) 10%

- Marking criteria for the paper and presentation will be provided on the course website

Class Format:

Mindfulness: Part of being an ethical and well-rounded clinician is practicing self-care and self-awareness. We will begin each class with a brief mindfulness exercise. You are strongly encouraged, but not required, to participate.

- Lectures by Dr. Zalan.

Some lecture slides will be posted on E-class. However, this course is intended to function much like a workshop, therefore more emphasis will be placed on class activities and active discussion to engage with and learn from course material, from which you are expected to take notes.

- Discussion based learning based on articles, case studies, and vignettes
- Role plays
- Small group discussions
- Student presentations
- Attendance will be taken at each class.
- I am open to feedback about class: what you like/don't like, things you want to learn more/less about. I am always available on e-mail and happy to answer any questions!
- Recording: Sharing of our personal opinions and ideas will be a core part of this class. In light of this, and in addition to values of respecting intellectual property, I ask that you please do not record this class.

COURSE OUTLINE 2024:

NOTE: “Talking Therapy”

To provide variety in the ways that we learn about evidence based principles of psychotherapy, for many classes you will be asked to listen to an outstanding podcast called “*Talking Therapy: An Ongoing Conversation*” with Dr. Marvin Goldfried and Dr. Allen Frances. This podcast is on Spotify but it can also be found on YouTube. Please contact me if any difficulties obtaining the podcast.

Date	Topic	Class Info Presentation Topic (italics)	Readings
January 10	Introduction Professional Issues in Psychology		See Reading List on E-Class for full reading citations.
January 17	Ethical issues in Psychotherapy Intro to Interviewing Skills		Smith (2003) College of Psychologists of Ontario Stafford & Bond Ch 2/3 <i>Talking Therapy Podcast</i> “How is Therapy Similar To/Different from other relationships?”
January 24	Clinical Interviewing And Case Formulation		Stafford & Bond Ch 4 Jennings, L. & Skovholt, T. M. (1999). <i>Talking Therapy Podcast</i> “Case Formulation: The Key to Effective Therapy”

January 31	Client Centered Techniques 1		Stafford & Bond Ch 5 Elliott et al. (2018) Talking Therapy Podcast “Empathy in Therapy”
February 7	Client Centered Techniques 2		Stafford & Bond Ch 6 Eubanks et al. (2018) Padesky (1993) Talking Therapy Podcast “Change Principles, Not Common Factors”
February 14	Skills and Techniques in Cognitive Behaviour Therapy (CBT)		Padesky & Mooney (2012) Persons et al., (2019) Talking Therapy Podcast “Should Therapists Give Advice?”
February 21	READING WEEK		
February 28	Presentations	Reflection Paper Due <i>-Psychotherapy skills for ADHD</i> <i>-Psychotherapy with Children</i> <i>-Family Therapy</i>	Lillienfeld, S. (2007) Jackson et al. (2021) Morgaine, C. (2001)
March 6	Presentations	<i>-Psychotherapy for Addiction</i> <i>-Therapy for Psychosis</i> <i>-Psychotherapy related to Sports/Performance</i>	Boswell et al. (2015) Chow et al. (2015)
March 13	Presentations	<i>-Interpersonal Therapy</i> <i>-Psychodynamic Therapy</i> <i>-Psychotherapy related to Culture and Diversity</i>	Brown, L. (2009)
March 20	Couples Therapy, Emotion Focused Therapy		Peterson et al., 2009 Greenman & Johnson (2013)
March 27	Dialectical Behaviour Therapy	Paper Due in class (printed copy)	Linehan & Wilks (2015) McMain, S. et al. (2010) Talking Therapy Podcast “How is DBT different from CBT?”

April 3	Wrap Up, Group Therapy Psychotherapy in the Media	Weinberg, H. (2020). Geller, S. (2020) <i>Talking Therapy Podcast</i> “How Research can Inform Clinical Practice”
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--Presentation topics in *italics*

***Readings may be added based on class interest/cool topics we want to discuss in class – I will notify on e-class of any changes/additions! ☺*

***Presentation topics will be confirmed once class numbers are stabilized*

Class Participation

- **Please come to class with at least one question or thoughtful comment from the assigned weekly materials for the class. I will call upon different students each week to present their thoughts, so please be prepared as this will influence your participation mark significantly.**
- Class attendance is also a significant portion of your mark, and heavier weight is given to classes with presentations.
- Values that are looked for in relation to participation marks: Evidence of critical thinking, encouraging and supporting others and their opinions, recognizing one’s own values and associated biases.
- This class supports an environment of *equity, diversity and inclusion*.

Other notes:

- Learn from each other and recognize various perspectives/opinions – act ethically and professionally in class!
- **ASK QUESTIONS!** Please do not be afraid to ask questions, or even disagree with my opinions and views. It is so important to me that students feel that I create a non-judgmental and open class atmosphere that is sensitive to diversity of all types and kinds. I will not have all the answers, but I will look them up when I don’t!
- Please note that you are not required to disclose any personal information that you are not comfortable sharing. Self-disclosure in class (or lack thereof) will not impact your grade.
- *Please note that a large portion of your participation mark will involve contributions to class discussions – it is more engaging (and fun!) if we all participate!

Paper

- Pick one psychological disorder (DSM-V-TR)
- Pick two psychotherapy modalities/orientations, with at least one being evidence-based. For example, CBT vs. Psychodynamic therapy for depression
- Use scholarly resources/references to:
- Describe each psychotherapy treatment, including the pros and cons of each treatment
- Ensure that you describe **specific skills and techniques** used in each treatment
- Compare and contrast the two psychotherapies in the treatment for the psychological disorder you chose.

- Create a fictitious case study where you describe how one of these treatments was used with the client. Provide a brief description of the client. How would you assess this client (i.e. what types of measures, what types of questions would you ask)?
- In your case study, explain what psychotherapy techniques you would use in specific detail and why.
- Provide a brief (i.e. no more than one page) “excerpt” or “script” of a dialogue between the client and clinician that outlines the techniques you describe above (i.e. Socratic questioning, goal setting)
- A good paper will explore scientific literature related to each psychotherapy orientation, and will discuss the controversies and limitations of each approach.
- A strong paper will also include issues related to equity, diversity, and inclusion if applicable
- Length: 7-9 pages (if you feel you need more pages, speak to me!) ☺
- APA referencing required
- Mark Penalties will be applied if paper is late. Please bring a **printed paper** copy to submit to me in class. You are welcome to submit the paper early.
- 5% will be deducted each day that the paper is handed in after the due date.
- Email me with any questions!

Presentation

- Groups of approximately two-three students
- The group must provide a minimum of 10 scholarly references (journals, books, and cases can be included).
- Please specifically elaborate on psychotherapy *skills and techniques* used in/by each presentation topic
- Presentations should include powerpoint slides
- Presentations can include multimedia, student participation/discussion, class activities, role play – creativity is encouraged! Get the class involved as much as possible!
- Presentations are to be 45min in duration per group.
- Absence from your presentation will result in a zero (fail)
- Students will be assigned a group and notified via the course website within the first two weeks of class
- Grade on presentation will be a group mark
- Students are encouraged to ask questions at the end of each presentation
- Make sure to include information on controversial/tricky issues related to your topic, as well as potential limitations and biases. Again, highlighting issues related to equity, diversity, and inclusion is an asset.

Reflection Paper

This brief paper (3-4 pages double spaced) will provide an opportunity to reflect on what you have learned in this course so far.

Prior to writing this paper, please take the following survey (posted on e-class), and use this as a stimulus for your reflection, specifically referring to what you learned/observed from taking it: **Survey of Attitudes and Values Related to Counseling & Psychotherapy***

Your paper may include discussion on:

- What it has been like for you to engage in different in-class exercises/discussions and role plays (i.e. did you find some aspects easier vs. more challenging)
- Any particular techniques or skills that you think you would use as a clinician and why?
- What personal characteristics/strengths do you embody that you think would be an asset in therapy/helper roles?
- Is there a particular therapeutic orientation (or more than one?) that you think would best align with your personality, values, ideals, preferences, and past experiences?
- What characteristics do you want to embody as a helper or therapist?
- What would you find challenging as a therapist? (i.e. certain types of clients, burn out etc.)
- Things from class/readings that you found especially poignant/interesting and why
- A question that remains that you would like to explore in the rest of the class
- What have you learned about your values and biases as a potential future clinician?
- How do you think you can start now to prepare to become a counsellor?
- Have your views on any aspect of psychotherapy changed?
- Use the first person for this reflection paper
- The goal is to reflect deeply rather than simply outline course concepts, however, APA formatting is required if appropriate.
- Please bring a **printed paper** copy **to submit to me in class**. You are welcome to submit the paper early.

*Thank you to Dr. Alberta Pos for her ideas and insights! Please see Reading List for survey citation.

Additional Course Information:

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- 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)
- 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: [eClass](#)

All course materials (other than textbooks mentioned above) will be available on the course eClass site, unless otherwise indicated by the instructor. The York library has the readings available online. The e-class site will be your central access point for course materials, and it is the student's responsibility to check it regularly.

Course Description

Examines skills that are common to many modern psychotherapies. Theoretical papers and empirical studies evaluating various therapeutic techniques and clinical skills are considered. Prerequisites: HH/PSYC 1010 6.00, with a minimum grade of C; 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 exclusion: HH/PSYC 4060 6.00.

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 results in skills and techniques in counselling and psychotherapy.
3. Articulate trends in skills and techniques in counselling and psychotherapy.
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 peers.
7. Demonstrate an ability to work with others.

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 – <https://calendars.students.yorku.ca/2023-2024/grades-and-grading-schemes>

Missed Tests/Midterm Exams/Late Assignment

For any missed test or late assignment, students **MUST** let the instructor know the valid reason they missed the test/did not hand in the assignment within 48 hours. If you know in advance that you will not be able to be at a midterm for a legitimate reason, please notify me ahead of time to determine if this is acceptable. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a valid reason for missing an evaluated component in the course must be provided. Failure to let me know within 48 hours of the original deadline will result in a grade of zero for the missed test or late assignment.

In order to keep our class and community healthy: if for any reason the course director cannot come to class (i.e. illness), the class will be held online via zoom. If this is the case, you will receive an email by 6:30am on the day of the class (via EClass) notifying you of this change. A link to the online lecture will also be provided.*

Add/Drop Deadlines

For a list of all important dates please refer to: <https://registrar.yorku.ca/enrol/dates/2023-2024/fall-winter>

	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	March 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.

Information on Plagiarism Detection

Plagiarism will be taken seriously in this course and appropriate measures in alignment with university standards will be taken if necessary.

Electronic Device Policy

This course will be delivered in an in-person format and therefore electronic devices (e.g., tablets, laptops) 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 Accommodations for Students

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 some individuals may require reasonable accommodation to enable them to do so. The university encourages such students with varying abilities 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 4062A 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](#).