

**FACULTY OF HEALTH
COUNSELLING PSYCHOLOGY
PSYC 4060.06 F**

**Wednesdays, 2:30 - 5:30,
MC 101**

Course Director: Tifrah Warner, Ph.D.

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Please contact me **only** when it is an issue that cannot be addressed during the class or office hours. **(always put course number in the subject line)**

Office hours: after each class or by an appointment



Course Description

This course looks at the field of counselling and psychotherapy from 3 perspectives: theoretical frameworks, intervention strategies and techniques, and the practitioner's role and skills. Both traditional and emerging approaches will be covered. Additionally, an entire class will be devoted to research issues specific to this field.

The grading scheme of this course aims to create an opportunity for deeper study, thus there is no one all-encompassing exam and class work is distributed throughout the course. There is an assignment for every class, regular journal entries, 4 mini-exams, a presentation and a paper.

Course Objectives

Students are expected to gain:

- a familiarity with traditional approaches and emerging trends in the field of counselling and psychotherapy.
- understanding of the connection between the methodology that is employed and the psychotherapeutic philosophy and goals that shape it.
- an appreciation of the qualities and skills practitioners need to develop in order to successfully apply their theoretical knowledge.



Prerequisites: Registration in the Joint York/Seneca Program in Rehabilitation Services or AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2130 3.00 or AK/HH/PSYC 3220 3.00; AK/HH/PSYC 3140 3.00 (after Winter 2002) or AS/SC/PSYC 3140 3.00 or AK/HH/PSYC 3215 3.00. Course credit exclusions: AK/AS/HH/SC/PSYC 4061 3.00, AK/AS/HH/SC/PSYC 4062 3.00, AK/PSYC 4210 3.00 (prior to Summer 2002), AK/PSYC 4240 3.00 (prior to Summer 2002), GL/PSYC 4250 3.00.

Textbooks

- **Current Psychotherapies**, 10 edition, (2014), Wedding D & Corsini R. J. (eds.), Brooks/Cole
- Course Kit (Winter semester)



Grading Scheme, option 1

1. 4 multiple-choice mini-exams	50%
2. 15 class reading assignments	15%
3. Self-nurture research journal (2 parts)	15%
4. Paper-Presentation, including	20%
a. questions for team game (pass/fail)	
b. class presentation (pass/fail)	
c. 1 page handout	
d. A short essay	

Grading Scheme, option 2

1. 4 multiple-choice mini-exams	25%
2. 15 class reading assignment	15%
3. Self-nurture research journal (2 parts)	15%
4. Paper-Presentation, including	20%
a. questions for team game (pass/fail)	
b. class presentation (pass/fail)	
c. 1 page handout	
d. A short essay	
5. 1 paper	25%

Conversion Table

Percentage	90-100	80-89	75-79	70-74	65-69	60-64	55-59	50-54	49 48
Letter Grade	A+	A	B+	B	C+	C	D	D+	E F

COURSE REQUIREMENTS



4 Mini-exams

- Each one will cover all the topics scheduled since the last exam, unless specified otherwise.
- Multiple-choice format

Assignments: an overview

- All assignments are **to be typed** and written up in **point form**, unless specified otherwise.
- All assignments are on the material that is to be covered in class on the date the assignment is due (see schedule).

Assignments #1 to #7, #9 to #15

- Briefly answer the questions below for each psychotherapeutic approach covered in the reading.

The theoretical perspective

1. How is human nature described? and what layer of human existence is emphasized?
2. How is the psychotherapeutic problem described?

The Intervention

1. What is the **overall** strategy, or **main** elements, used to address the psychotherapeutic problem? and what is the primary goal of that strategy?
2. What are the most commonly used **specific** techniques? and what are their specific goals?

The Therapist

1. What is the therapist's role?
 2. What qualities and skills of the therapist are emphasised?
- Note any major points in the reading not covered by the above questions.
 - Identify a concept of this approach you find most appealing in facilitating positive change or in giving insight into human nature? **Briefly** describe this concept by giving an example from daily life. (paragraph format)
 - Compose a question (or more) about anything in the material that was not clear to you or that you would like to hear being reviewed in class. No answer is needed.

Assignment #8

1. What are the research goals in the field of psychotherapy?
2. What are the main controversies and research problems in the field of psychotherapy?

Assignment #14

1. Part 2 of the assignment: briefly describe the case you choose and identify the psychotherapeutic principles that were applied.

Assignments #15

For each reading:

1. What is the thesis of the reading?
2. Identify the main points of the reading.

For all the 6 readings:

1. Your personal thoughts about: "where psychotherapy is going from here?"





Self-nurture Research Journal

The journal is a record of your performance of simple self-nurture acts and an assessment of your own state of mind during that time.

- **Self-nurture activities**
 - are to be selected every week from a different category given in the table below.
 - they have to be activities you usually do not engage in.
 - are to be performed 5 (or more) days of your choice per week.
 - Include 1 activity for the environment
 - Option: you may select 2 activities to perform over 2 consecutive weeks.
- **Journal sections:** There are 4 sections, all are to be typed.
 1. **Introduction** – describe how completing such a journal is related to psychotherapy, 1 paragraph (formal style).
 2. **Procedure** – describe your assessment procedure (formal style).
 3. **Weekly entry** – 3 sections
 - a **brief factual** description of the activity involved (formal style).
 - a **diagram** that summarizes your numerical findings of 'state of mind'. (May be hand drawn)
 - a **short verbal summary** of (a) your experience engaging in the activity, (b) your state of mind throughout the week, consider possible contributing variables.
 4. **Final summary** - summary of overall journal experience; 2 paragraphs.
- **An assessment of state of mind** is carried out on the **same day** an activity is performed.
 - **Assessment Procedure**
 - Select 4 or 5 fixed, specified times a day to record your responses on to the 2 questions below. Use a 10-point scale (1 = least correct, 10 = most correct)
 - Given the place I am in right now, this is exactly where I want to be.
 - Given what I am doing right now, this is exactly what I want to do.
 - Once a day, at a fixed, specified time, record your overall experience throughout the last 24 hours. Do that by rating your experience of the points below on a 10-point scale (1 = very low, 10 = very high)
 - sense of contentment
 - sense of calmness
 - sense of stability and centeredness
- **Daily notes** are not part of the journal. They can be hand written and **are to be available upon request** until your final grade for the course is confirmed.

Self-nurture Research Journal, continued

Fall Semester

- **Journal part 1**, carry out activities for **8 weeks**
 - **Due date** for part 1: November 18, 2:30 pm
- **Proposal for Journal part 2**
 - **Dates** for a meeting with Course Director to review and get approval of Proposal for Journal part 2: November 4 – 18



Designing your own self-nurture programme for Winter semester

Activities

- a. create any new activities that interest you.
- b. repeat any activity that you want.
- c. include caring for the environment activity/ies.
- d. include Table's activities from any category you did not cover in yet.

Organization

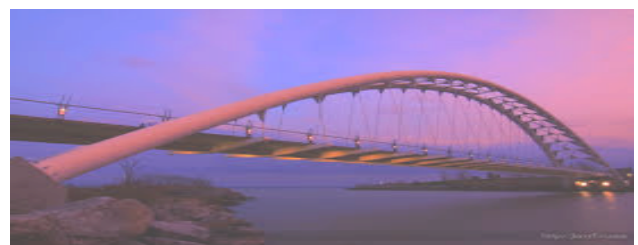
- a. you may carry on the same activity for any number of weeks that you want.
- b. you may perform a number of activities at the same time period.

Assessment

- a. Follow the same assessment procedure as Fall semester.
 - b. You may add a few more scales that interest you.
- Final journal entry – summary of your journal experience over the 2 semesters (up to 2 paragraphs).

Winter Semester

- **Journal part 2**, carry out activities for **10 weeks**
 - **Due date** for part 2: March 16, 2:30



Self- Nurture Activities

1	<p>1. Between meals: snacking only on fruits, drinking only water or juices without additives. Avoiding fresh fruits and fruit juices during and immediately before or after meals. or</p> <p>2. Eating mindfully 1 meal (or more). Eating mindfully means fully attending to the sensory experience and avoiding all other activities, such as interacting with another person, attending to TV, or checking phone messages.</p>
2	<p>3. Spending 1 hour (or more) outdoors, preferably in nature, or</p> <p>4. Exercising for 40 minutes (or more)</p>
3	<p>5. Sleeping for 8 hours, or</p> <p>6. Going to bed 1 or 2 hours earlier than usual.</p>
4	<p>7. Engage in a fun activity for 1 hour (or more), or</p> <p>8. Engage in an artistic activity for 1 hour (or more)</p>
5	<p>9. While studying or working on a computer: every 20-25 minutes have a break (use an alarm) for 5 -10 minutes, and during the break engage in some physical activity (e.g., dancing), or</p> <p>10. While studying eliminate all distractions; i.e., cell phone is off, no looking at media websites, etc., or</p> <p>11. Combining both of the above</p>
6	<p>12. Spend 15 min. (or more) identifying and praising (writing or taping) good qualities that you have; conclude by identifying and praising the source/s of those qualities. or</p> <p>13. Spend 15 min. (or more) identifying and praising (writing or taping) good actions that you performed or observed others to perform in the last 24 hours. or</p> <p>14. Spend 15 min. (or more) identifying (writing or taping) the different ways you are the same as all other human beings; i.e. same as people who are men or women, who are at any age, saints and sinners, smart and stupid, flourishing or languishing, belong to different cultures and parts of the world, etc.</p>
7	<p>15. Perform 3 (or more) anonymous acts of giving, 2 (or more) of these directed towards individuals that you have no relationships with. or</p> <p>16. Perform 3 (or more) acts of caring for the environment. (For some ideas see:http://www.50waystohelp.com/ thanks to Halyna Vinnichenko)</p>
8	<p>17. Identify a quotation or a proverb you find inspiring. Record any instances that this wisdom was manifested in the last 24 hours. or</p> <p>18. Identify a quotation or a proverb you find inspiring. Apply that wisdom to one (or more) of your activities.</p>



Paper for option 2

Content: Comparison of perspectives on psychotherapeutic change as applied to a published autobiographical account. The comparison is from 3 perspectives: two theoretical approaches of your choice and one is that of the writer.

Length: 8 to 12 pages

Format: APA style

Content: 1. Introduction: an overview of the book
1. Analysis of this case from each theoretical perspective; (Each perspective is presented according to the 6 questions that make the class reading assignments)
2. Discussion: compare & contrast the 3 perspectives
3. Conclusions: your understandings and insights
4. Due date: January 20

Examples of appropriate books:

Son-Rise, Barry N. Kaufman (1979)

I'm Dancing as Fast as I Can, Barbara Gordon (2006)

Dark Night of the Soul: A Guide to Finding Your Way Through Life's Ordeals, Thomas Moore (2005)

Changing My Mind, Margaret Trudeau (2011)

The girl: A life in the shadow of Roman Polanski, Samantha Geimer (2013)





Paper - Presentations

Due dates:

Handouts to students –day of presentation
Paper & all handouts to Course Director – Feb. 5

Content

1. Topic: listed in class schedule.
2. Material: 1- 2 references of your choice that gives an **overview** of any aspect of the topic. Note: some of the references are assigned, see class schedule.
3. Recommended: check whether the reference you choose **is an overview** with the Course Director

Presentation Format

- A panel with a chairperson.

Structure

- Part 1: Review of the class reading with a game and a Q & A period; up to 20 min. (A copy to Course Director of **your questions contribution**)
- Part 2: Individual presentations, 10 min each.
- Part 3: A Q & A period on the presentations.

Presentations Write-ups

1. A handout for all students

- An outline of the presented reference **in point form**. (Include the complete reference in APA style.)
- State the **thesis** of your reference at the beginning of your outline.
- 2 multiple-choice questions about the **main points** of the reference.
- Each handout is 1 to 2 pages in length.
- For the Course Director: 2 copies of the write-up and a **photocopy of the reference**; it may have your notes on it and will be returned to you.

2. A 4 to 5 pages, APA style, discussion paper

- Compare and contrast your reference with your choice of any 2 theoretical approaches covered in class.
- Organize the paper in terms of the 6 assignment questions.
- End up with your own conclusions and insights.



Fall Schedule

September 16	
Topic	Introduction
September 23	
Topic	Psychoanalytic psychotherapies
Assignment	# 1
Readings	Chapter 2
September 30	
Topic	Adlerian Psychotherapy
Readings	Chapter 3
Assignment	# 2
October 7	
Topic	Client-Centered therapy
Readings	Chapter 4
Assignment	# 3
October 14	
Topic	Rational Emotive Behaviour Therapy
Readings	Chapter 5
Assignment	# 4
October 21	
Mini-exam 1	
October 28	
Topic	Behaviour & Cognitive Therapies
Readings	1. Chapter 6: review concepts pg 193-4, 200-202, focus: Psychotherapy: pg. 202-205, Treatment: pg. 207-216
	2. Chapter 7
Assignment	# 5
November 4	
Topic	Gestalt Therapy
Readings	Chapter 9
Assignment	# 6
Other	Approval of journal proposal meetings
November 11	
Topic	Eastern Spirituality Oriented (Contemplative) Therapies
Readings	Chapter 12
Assignment	# 7
November 18	
Topic	Eastern Spirituality Oriented (Contemplative) Therapies. continued
Other	Due date: Self-nurture research journal, part 1
November 25	
Topic	Research in psychotherapy
Readings	Evidence sections of Chapters 9, 11, 14, & your choice from past reading
Assignment	# 8
December 2	
Mini-exam 2	





Winter Schedule

January 6 & 13	
Topic	titbits from my practice
January 20	
Topic	Shamanic psychotherapy with North American Indian roots
Readings	Song of the Deer. The Great Sun Dance Journey of the Soul. Thunder Strides with Jan Orsi. Preface
Assignment	# 9
Other	Due date: paper for option 2
January 27	
Topic	Family Therapy
Readings	1. Chapter 11 pages 373-377, 389-391 2. Virginia Satir, Conjoint Family Therapy. Chapter 10, 11
Presentations	4 family therapy approaches: (1) Jay Haley & Strategic therapy (2) Virginia Satir (3) M. White & Narrative therapy (4) S. Minuchin & Structural Therapy,
Assignment	# 10
February 3	
Topic	Existential Psychology
Readings	Chapter 8
Presentations	Victor Frankle's approach
Assignment	#11
February 5	Last date to drop the course without a grade
February 10	
Topic	R. D. Laing's approach
Readings	A CBC radio interview with R. D. Laing (Course kit)
Presentations	R. D. Laing's approach to psychotherapy
Assignment	#12
Other	Due date: paper & hand-outs (game questions, outline duplicated)
February 17	Reading week
February 24	
Mini-exam 3 (not covers R. D. Laing's approach)	

Winter Schedule, continued

March 2	
Topic	Continuing to Evolve: redesigned approaches
Readings	Danie Beaulieu (2003) Eye Movement Integration Therapy . Chapter 1: Introduction.
Presentations	(1) Solution Focus therapy (2 to 3 presenters) (2) W. R. Miller & G. S. Ross (2009) Toward a theory of Motivational Interviewing . <i>American Psychologist</i> , (2009), 527 – 537
Assignment	# 13
March 9	
Topic	Milton H Erickson's approach
Readings	1. W. H. O'Hanlon (1987). Groundwork: Introduction to Erickson's work. 2. Your choice of an Ericksonian therapy case, see the following sources: Haley, Jay. <u>Uncommon therapy; the psychiatric techniques of Milton H. Erickson, M.D</u> or Rosen, S. <u>My voice will go with you. The teaching tales of Milton H. Erickson</u> (from the library) See Assignments section for instructions specific for this reading.
Presentations	Your choice of a chapter 1 to 7 from: <i>The Wisdom of Milton H. Erickson</i> . See Scott library reserves
Assignment	# 14
March 16	
Topic	Milton H. Erickson The Wizard of the Desert
Other	Due date: Self-Nurture Research Journal, part 2
March 23	
Topic	Where is psychotherapy going from here?
Readings	7 'Monitor on Psychology' readings
Presentations	An emerging approach of your choice
Assignment	#15
March 30	
Mini-exam 4 (including R. D. Laing)	



Course, Departmental, and University Policies

Grading: (For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf)

Assignment Submission: Due dates and times are specified on the class schedule. Earlier submissions may be made to the course secretary (BSB 281) and have to be date stamped.

Late Assignments: Late assignments are not accepted without an officially satisfactory reason. Technical problems involving computer and printer are not acceptable reasons for missing these due dates.

Eligibility for a make-up quiz

Official departmental policy on missed exams and make-ups. Please become familiar with this policy. http://www.yorku.ca/health/psyc/advising_missedtests.html

- The student has to contact the CD or secretary within 48 hours of the missed quiz (unless circumstances do not allow). Circumstances preventing contact within 48 hours must be accompanied by documentation.

- If the student expects to miss a quiz in advance, he or she has to apply for a make-up exam before making arrangements to be elsewhere.

Use of laptop and other electronics in the classroom

is acceptable for special needs situations only.

Some references about the impediment this may cause for successful learning are:

- Carrie B. Fried, (2008). Computers & Education.

- Josh Fischman, March 16, 2009. The Chronicle of Higher Education
Students Stop Surfing After Being Shown How In-Class Laptop Use Lowers Test Scores.

- Linda Stone, September, 2009. Continuous Partial Attention and email Apnea.

- York University newspaper, yFile 13.03.2013 Study finds multitasking on a laptop impedes classroom learning

University policies

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

1. York's Academic Honesty Policy and Procedures/Academic Integrity Website
 1. Ethics Review Process for research involving human participants
 2. Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
 3. Student Conduct Standards
- Religious Observance Accommodation

Life is too Mysterious
For Us to be Serious!

