

## YORK UNIVERSITY

### Faculty of Health: PSYCHOLOGY DEPARTMENT

#### PSYC 4061 section B: Approaches in Counselling and Psychotherapy 3.0

2015 / Session S1

**Tuesday and Thursday 7-10 pm**

**Location: Founders College (FC) 103**

**Course Director:** Dr. Ehud E. Avitzur

Webpage: [www.psych.yorku.ca/eavitzur](http://www.psych.yorku.ca/eavitzur)

*Office:* 256 BSB

*Office Hours:* During the summer: Only by appointment, before class.

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**Secretary:** Mrs. Judy Manners, Office 280 BSB, Tel. (416) 736-2100 x 66115

**Prerequisites:** Psych 1010.06 (Intro to Psychology with grade minimum of C);  
Psych 2020 (Statistics);  
Psych 2030 (Research Methods);  
Psych 2130 (Personality);  
Psych 3140 (Abnormal Psychology).

#### **Course Description and Objectives**

This course focuses on the theoretical wealth of psychotherapy and counselling. Through active class format, the student will be able to establish a basic knowledge of some of the approaches in this field. The student will be encouraged to develop a personal sense of these approaches. It should be noted that this course does not aim at *developing* a helping professional, and does not provide the student any specific tools that may train her/him to become one. This course may give the student an opportunity for a good glimpse into these professions.

Most of the study in class is done in groups. Therefore class attendance, preparation for class, and a *positive active contribution*, are of great importance.

#### **Class Format**

This is a seminar-form class. To a great extent the class is based on reading about the approaches at home and discussing the reading in class. We will also have some guest speakers who are experts in specific approaches, videos, and students' presentations.

## **Required Reading:**

\*Sommers-Flanagan, J. and Sommers-Flanagan R. (2012), *Counseling and psychotherapy theories in context and practice*. NJ: Wiley.

A copy of this text is available for the course' students in the reserve section in Scott Library.

\* A chapter on Jungian approach: Will be sent to students via Moodle.

\* SUGGESTED READING:

Fels Usher, S. (2013). *Introduction to Psychodynamic Psychotherapy Technique*. NY: Routledge.

A copy of this text is available for the course' students in the reserve section in Scott Library.

The author, Dr. Sarah Usher, will be our guest-speaker.

## **Evaluation**

Your final grade will be calculated based on:

1. Highest eight (among nine) in-class quizzes: 25%
2. Portfolio: Four Pre-Guest-Presentation Questions, Ten Reading reflections, Four Post-Guest-Presentation reflections: 25%
3. Positive contribution in class: 25%
4. A presentation: Adding further research and or personal sense to the text: 25%

Explanation:

**Quizzes:** MC and SA. **No** make-up is offered for a missed quiz for any reason.

**A Reflections Portfolio:** For chapters read, and for guest-speaker's encounters, short reflection papers are due. Each paper is 1-2 pages long, font 12, double space, on a separate page. The papers will be collected in the beginning of each class, and will create a portfolio that represents the student's course-related reflections. This portfolio will be evaluated in the end of the course, by perceived effort put into it, articulation and the depth of reflection about the subject matter.

The reflection on a chapter will be an attempt to make this chapter "experience-near" (personally-relevant and alive), by applying it to yourself, someone you know, or a fictitious hero who captures your imagination.

The post-guest-lecture reflection paper will be on your impression from the encounter with the guest lecturer, comparing the information from the class and the textbook, and or any reflection that makes that class "experience-near".

**Positive Contribution In Class:** Only when attending: Being positively and actively engaged in class. Disruptive, disrespectful behaviour or attitude, result in negative points.

**Presentation on An Approach:** This is a personal contribution to the discussion about an approach beyond the textbook. The length of the presentation depends on number of students in the class, and will be decided later. The reflection can be personal, intellectual, expanding on research, etc. Your work will be evaluated according to perceived effort put into it, manifested knowledge gained by working on it, level of articulation, and the depth of reflection about the subject matter. A short summary of your contribution is due on the date of the presentation.

Your grade for the course will be based on the following scale: A+ 90-100; A 80-89; B+ 75-79; B 70-74; C+ 65-69; C 60-64; D+ 55-59; D 50-54;

Senate approved the following grading schemes for the Faculties of Administrative Studies, Arts, Atkinson College, Education, Fine Arts, Science and Glendon College:

- A+. 9. Exceptional. Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
- A. 8. Excellent. Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.
- B+. 7. Very Good. Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
- B. 6. Good. Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
- C+. 5. Competent. Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
- C. 4. Fairly Competent. Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.
- D+. 3. Passing. Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.
- D. 2. Barely Passing. Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.
- E. 1. Marginally Failing
- F. 0. Failing.

### **Class' Etiquette:**

We are all committed to create a positive learning environment. We strive to treat one another with utmost respect, even when disagree.

A seminar is a group in a process of learning together. As such, getting in and out class is disruptive to the group's learning process. Therefore, students will not be late to class and will not leave class before it ends, unless in emergency situations, which will be explained to the group.

We will turn off cellphone and we will not engage in Internet browsing and in social media during class. In an emergency situation, you will let the class know in advance that you have to leave your cellphone turned-on due to that emergency.

### **Academic Honesty:**

The Department of Psychology, Faculty of Health, operates according to the Senate Policy on Academic Honesty, which is available electronically through the following <http://www.yorku.ca/secretariat/policies/document.php?document=69>

**Important Dates:**

Summer second semester begins May 19, 2015; ends June 29, 2015.

Last date to enroll without permission: May 25, 2015.

Last date to drop the course without receiving a grade: June 16, 2015 (Make sure you have enough feedback on your performance prior to this date).

**No class on: June 25, 2015: IARPP conference, no class.**

### Tentative Course Outline

Lesson #	Topic	Reading assignment	Assignment/presentations
<b>S1 Term</b>			
1 May 19	Introduction		
2 May 21	Psychoanalytic approach: Part 1	Chapters 1, 2	A reflection on Chapter 2
3 May 26	Jungian approach Meet the therapist: Dr. Andrew Sherwood, a Jungian analyst.	Chapters 1, 3a	A quiz on Chapters 1, 3a A reflection on Chapter 1 A reflection on Chapter 3a Presentations: Jamie and Manisha
4 May 28	Psychoanalytic approach: Part 2: Meet the therapist: Dr. Sarah Usher, a psychoanalyst.	Introduction to psychodynamic psychotherapy technique	A quiz 2 on Ch. 2 A Post-Guest-Presentation reflection Presentations: Kirikaran; Sharon.
5 June 2	Existential approach	Chapter 4	A quiz 3 on Ch. 4 A reflection on Chapter 4 Presentations: Ravi; Kristie.
6 June 4	Gestalt approach Meet the therapist: A Gestalt therapist: Mr. Tony Greco	Chapter 6	A quiz 4 on Ch. 6 A reflection on Chapter 5 Presentations: Raffi; Erica.
7 June 9	Adlerian approach	Chapter 3	A quiz 5 on Ch. 3 A reflection on Chapter 3 Presentations: Joanna
8 June 11	Person-Centered approach	Chapter 5	A quiz 6 on Ch. 5 A reflection on Chapter 5 A Post-Guest-Presentation reflection Presentations: Priya; Christie.
9 June 16 *	Behavioural approach	Chapter 7	A quiz 7 on Ch. 7 A reflection on Chapter 7 Presentations: Will; Melanie.
10 June 18	Cognitive-Behavioural approach Meet the therapist: Ms. Carol Garson, a CBT therapist.	Chapter 8	A quiz 8 on Ch. 8 A reflection on Chapter 8 Presentations: Elif; Wazeeda.
11 June 23	Feminist Approach	Chapter 10	A quiz 9 on Ch. 10 A reflection on Chapter 10 A Post-Guest-Presentation reflection Presentations: Vigi; Farha.
12 June 25	No class		