

**FACULTY OF HEALTH  
THEORETICAL APPROACHES TO COUNSELLING &  
PSYCHOTHERAPY  
PSYC 4061.06 A**

**Mondays & Wednesdays, 7:00-10:00 pm, FC 103**



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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 reviews a best-known selection of psychotherapeutic approaches. It examines these approaches in terms of their views on: (a) human nature, (b) the composition of the psychotherapeutic problem, and (c) the overall strategy used to resolve the problem.

The grading scheme of this course aims to create an opportunity for deeper study, thus the class work is distributed throughout the course. There is an assignment for every class, regular journal entries, 2 exams, and a paper.

### **Course Objectives**

Students are expected to gain:



- A familiarity with the currently best-known approaches in the field of counselling and psychotherapy.
- Insight into the different perspectives on human nature that underlie the different approaches.
- Understanding of the connection between the psychotherapeutic intervention strategies and the psychotherapeutic philosophy and goals that shape them.
- An appreciation of the role of the practitioner as conceptualized by each approach.

Prerequisites: 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 4060 6.00, AK/PSYC 4210 3.00 (prior to Summer 2002), GL/PSYC 4250 3.00.

## Textbooks

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



### Grading Scheme, option 1

1. 2 multiple-choice exams	50%
2. 7 class reading assignments (pass/fail)	10%
3. Self-nurture research journal	15%
4. Preparing a part of a review game (pass/fail)	5%
5. A short essay	20%

### Grading Scheme, option 2

1. 2 multiple-choice exams	25%
2. 7 class reading assignments (pass/fail)	10%
3. Self-nurture research journal	15%
4. Preparing a part of a review game (pass/fail)	5%
5. A short essay	20%
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



### 2 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

- 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 or dimension 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?
2. What is the primary goal of that strategy?

#### **The Therapist**

1. What is the therapist's role/function?

- List 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.



## 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.
  - have to be activities you **usually do not** engage in.
  - are to be performed 5 (or more) days of your choice per week.
  - Option: you may choose to continue with a previous activity in addition to the new one.
- **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.
  2. **Procedure** – describe your assessment procedure (see below).
  3. **Weekly entry** – 3 sections:
    - (a) a **brief factual** description of the activity involved.
    - (b) a **diagram** that summarizes your numerical findings of ‘state of mind’. (May be hand drawn)
    - (c) a **verbal summary** of state of mind, including possible contributing variables, 1 paragraph.
  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 to the 2 questions below. Use a 10-point scale (1 = least correct, 10 = most correct)
      1. Given the place I am in right now, this is exactly where I want to be.
      2. 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

Any additional notes about your experience throughout the last 24 hours. (The daily ratings and daily notes are not an official 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.)



- Journal is to be carried out for **4 weeks**
- **Due date:** June 22



## Self- Nurture Activities

1	<p>1. Between meals: snacking <b>only</b> on fruits, drinking only water or juices without additives. Avoiding fresh fruits and fruit juices during and immediately before or after meals. <b>or</b></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, <b>or</b></p> <p>4. Exercising for 40 minutes (or more)</p>
3	<p>5. Sleeping for 8 hours, <b>or</b></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), <b>or</b></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), <b>or</b></p> <p>10. While studying eliminate all distractions; i.e., cell phone is off, no looking at media websites, etc., <b>or</b></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. <b>or</b></p> <p>13. Spend 15 min. (or more) identifying and praising (writing or taping) good actions that you performed or observed others perform in the last 24 hours. <b>or</b></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. <b>or</b></p> <p>16. Perform 3 (or more) acts of caring for the environment. (For some ideas see: <a href="http://www.50waystohelp.com/">http://www.50waystohelp.com/</a> 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. <b>or</b></p> <p>18. Identify a quotation or a proverb you find inspiring. Apply that wisdom to one (or more) of your activities.</p>





### **A review game**

- **Topic:** the scheduled class reading
- **Structure:** any game devised by the appointed team
- **Content:** covering the 5 assignment questions
- **Time:** 20 - 30 min.
- **Grading:** a handout by each member of his/her contribution to the game.

### **A Short Essay**

#### **A 4 to 5 page, APA style, discussion paper**

- Compare and contrast any 3 approaches covered in this course.
- Organize the paper in terms of the 5 assignment questions.
- End up with your own conclusions and insights.
- References: from the course textbook only\*
- Option: you may frame your paper in a literary creative way.
- Due date: June 15

\* Note this essay is meant to reflect the **quality** of your understanding, hence you are not asked to search for additional references. The paper is marked for the clarity and conciseness in which all the pertinent information is presented.



## **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 that is that of the writer.
- Length: 8 to 12 pages
- Format: APA style
- Sections:
1. Introduction: an overview of the book
  2. Analysis of this case from each theoretical perspective; (Each perspective is presented according to the 5 questions that make up the class reading assignments)
  3. Discussion: compare & contrast the 3 perspectives
  4. Conclusions: your understandings and insights
- Due date: **January 19**

### **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)





## Schedule



<b><u>May 20</u></b>	
<b>Topic</b>	<b>Introduction</b>
<b><u>May 25</u></b>	
<b>Topic</b>	<b>Psychoanalytic psychotherapies</b>
<b>Assignment</b>	# 1
<b>Readings</b>	Chapter 2
<b><u>May 27</u></b>	
<b>Topic</b>	<b>Adlerian Psychotherapy</b>
<b>Readings</b>	Chapter 3
<b>Assignment</b>	# 2
<b><u>June 1</u></b>	
<b>Topic</b>	<b>Client-Centered therapy</b>
<b>Readings</b>	Chapter 4
<b>Assignment</b>	# 3
<b>June 3</b>	
<b>Topic</b>	<b>Rational Emotive Behaviour Therapy</b>
<b>Readings</b>	Chapter 5
<b>Assignment</b>	# 4
<b><u>June 8</u></b>	
<b>Exam 1</b>	
<b><u>June 10</u></b>	
<b>TBA</b>	
<b>Other</b>	Review essay and journal requirements
<b><u>June 15</u></b>	
<b>Topic</b>	<b>Behaviour &amp; Cognitive Therapies</b>
<b>Readings</b>	1. Chapter 6: review concepts pg 193-4, 200-202, focus: Psychotherapy: pg. 202-205, Treatment: pg. 207-216
	2. Chapter 7
<b>Assignment</b>	# 5
<b>Other</b>	<b>Due date:</b> Short essay
<b><u>June 16: last day to drop course without a grade</u></b>	
<b><u>June 17</u></b>	
<b>Topic</b>	<b>Gestalt Therapy</b>
<b>Readings</b>	Chapter 9
<b>Assignment</b>	# 6
<b><u>June 22</u></b>	
<b>Topic</b>	<b>Eastern Spirituality Oriented (Contemplative) Therapies</b>
<b>Readings</b>	Chapter 12
<b>Other</b>	<b>Due date:</b> Self-nurture research journal
<b>Assignment</b>	# 7
<b><u>June 24</u></b>	
<b>Topic</b>	<b>Eastern Spirituality Oriented (Contemplative) Therapies. continued.</b>
<b><u>June 29</u></b>	
<b>Exam 2</b>	



## **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](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](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](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm)

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

Life is too Mysterious  
For Us to be Serious!

