

**Course:**  
**HH/PSYC 4061 3.0**  
**THEORETICAL APPROACHES TO COUNSELLING AND PSYCHOTHERAPY**  
**SECTION M**

**TERM** Winter 2015 **Course webpage:** Moodle Site: <http://moddle.yorku.ca>

**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 Director:** Dr. Alberta Pos, PhD, C.Psych

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**Office Hours:** Available after class, or by appointment for more extensive consultations

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**Secretary:** Ms. Zehra Bandhu

**Office:** 284 BSB

**Phone:** 416-736-6232

**Time and Location:** Tuesdays 8:30-11:30 VH-1156.

### **COURSE DESCRIPTION**

The main objective of this course is to familiarize students with the core theoretical approaches to counseling and psychotherapy and core principles that have been identified as central to the process of change in psychotherapy. It will provide students with a critical review of the essential components of a counselling process as well as the most influential counselling and psychotherapy theories. The course will adopt a seminar format that will be comprised of interactive discussion, as well as both didactic and some experiential components. Didactic course content concerning theories of counselling and psychotherapy will be enhanced with video illustrations of various techniques and approaches to counselling and psychotherapy. Students will also be expected to take part in small group experiential exercises that offer students an opportunity to elucidate the theoretical concepts and techniques being discussed in an alive way. Topics of each session will be specific readings that will be assigned in advance of sessions which will be available on Moodle on a week to week basis as well as a powerpoint slides for lectures for that week. No textbook per se will be assigned. Students are encouraged to come prepared to discuss and reflect upon the course

content, and to engage in a collaborative learning process. Ethical and cross-cultural issues will be integrated throughout the course content and addressed through the readings and class discussion.

**Note that active participation in both class discussion and experiential components is expected.** In addition, as students you will be encouraged to increase your awareness of and to reflect upon values, motivations, strengths and limitations you may bring to a therapeutic process and relationship. However, note that **students are not expected nor encouraged to divulge personal or private information during this process.** Students are expected and encouraged to be judicious concerning what level of self-disclosure is useful for their learning process while at the same time is comfortable and safe for them to engage in.

**‘TEXT’:**

Readings will be assigned by the instructor as lectures progress. The lecture powerpoints will be posted in Moodle on a week to week basis.

**Learning Objectives:**

- To understand the ethical and legal context in which a psychologist practices, and the principles and guidelines that define the parameters of the therapeutic relationship
- To gain an appreciation for the centrality of the “therapeutic relationship” and common factors such as empathy, listening, new experience, and reflection that transcend specific theories of psychotherapy.
- To develop a comprehensive understanding of a core suite of therapeutic approaches, their key concepts and assumptions, and therapeutic goals and techniques.
- To be able to critically appraise the contributions and limitations of each of the therapeutic approaches.
- To become more aware of how sociological and cross-cultural factors affect the therapeutic relationship and process, and how one may build toward a culturally competent practice.

**Evaluation**

Assessment Mode	% of Grade	Due Date
Midterm	25%	February 10, 2015
Reflection Assignment	30%	April 3, 2015
Final Exam	25%	During Exam Period
Participation	20%	Graded throughout

Letter Grade	Percentage
A+	90-100
A	80-89
B+	75-79
B	70-74
C+	65-69

C	60-64
D+	55-59
D	50-54
E	40-49
F	0-39

## Description of Course Requirements

### **Midterm- FEB 10<sup>th</sup>- 25%**

Format will be multiple choice and short essay questions and will cover all readings and lecture material including powerpoint slides **from first five lectures (slides and readings)**.

### **Reflection Assignment- DUE April 3<sup>rd</sup>, 2015- 30%**

“The study of psychotherapies has been favoured over the study of psychotherapists – as if therapists when properly trained are more or less interchangeable. Much less attention has been given to the professional and personal characteristics and contributions of *psychotherapists*” (p 5, Orlinsky & Ronnestad, 2005, How Psychotherapists Develop).

Increasingly, the field is recognizing that the therapist (as a person) makes critical contributions to psychotherapy, and that therapists are not interchangeable but have unique qualities, beliefs, values, and characteristics that inevitably affect their practice of therapy and consequently, client outcomes. And some have noted that the variance due to the therapist may be greater than the variance due to specific techniques (e.g., Wampold (2001) *The Great Psychotherapy Debate*). Moreover, since the natural developmental course of therapists is an evolution over time, therapists never really ‘arrive’ at an approach that is ‘static’ but rather shift their beliefs/approach over time as they gain experience, acquire new knowledge, interact with different mentors & supervisors, and have varied life experiences (life events, experience therapy themselves, etc.).

Thus, it is very important to become aware of your beliefs, values, and preferences re psychotherapy. Even though you may have limited experience with therapy at present, you nonetheless will already have beliefs about what should occur, a preferred model(s)/practices, a model of how change occurs, the role of the therapist and client, etc. You may also have certain biases, values, or other personal qualities that may help or hinder therapy. Since these may often be implicit a major goal of this exercise is make you reflect on these and increase awareness of them.

To help stimulate your thinking, you will be completing a survey and reading some articles:

- (1) Survey of Attitudes and Values Related to Counseling & Psychotherapy

This survey will help you begin to reflect on the implicit and explicit beliefs you have about therapy. The survey is meant to stimulate your thinking for the more formal “self-reflection” paper that you

you will hand in the completed survey along with the paper. The paper/survey will be kept confidential and returned to you.

(2) Several pertinent readings on how therapists change will be available to you to refer to in this process:

Orlinsky, D.E. & Ronnestad, M.H. (2005). Theoretical Integration: Cycles of Work & Development. In Orlinsky & Ronnestad (Eds.), *How Psychotherapists Develop: A study of Therapeutic Work and Professional Growth* (pp 161-180). Washington: APA.

Bohart, A.C. (2001). The Evolution of an Integrative Experiential Therapist. In M. R.

Jennings, L. & Skovholt, T.M. (1999). The cognitive, emotional, and relational characteristics of master therapists. *Journal of Counseling Psychology*, 46(1), 3-11.

Mahoney, M.J. (2003). Being Human and a Therapist. In M.J. Mahoney, *Constructive Psychotherapy* (pp. 193-210). New York: Guilford.

**TASKS For the Self-Reflection Paper**, consider the readings and your responses to the survey, reflections about lectures and how they impacted you and then address the following questions in your paper. You can use these questions as headings in our paper.

- **Describe your current model or preferred approach to therapy** (also consider your thoughts about how people change, your role, the clients role, core processes in therapy)
- **What do you think has influenced this preference** or way of thinking; What areas of experience or experiences do you need to seek out to expand or develop this model further
- What did you learn about yourself by completing the Survey of Attitudes & Values Related to Counseling & Psychotherapy; reflect on what stood out.

**Current Self-assessment**

- What are your current strengths and weaknesses as a potential therapist?
- Given the importance of the person of the therapist, how do you think you could best prepare (or continue to prepare) yourself to be a counselor in the future?
- What kinds of clients do you think you would be attracted to working with or not want to work with and why? i.e. think of you biases.

**Reflection paper should be double-spaced and maximum 15 pages (references and writing use APA style).**

**Final Examination- 25%**

The final exam will be composed of unseen multiple choice questions, a choice of 2 out of 4 short essay questions, and one required question **the format of which you will have some time to partially prepare for ahead of the exam.** This formal question and material related to it will be posted on the Moodle site the last week of classes. The multiple choice on the final will cover material from the last six weeks. The formal essay question will concern case conceptualization in general- that is how you might view a client and plan their treatment from multiple perspectives.

## **Participation- 20%**

Will be evaluated on the basis of the following:

- ◆ consistent seminar attendance
- ◆ evident preparation for discussion about assigned readings
- ◆ active involvement in class discussion
- ◆ active participation in-class experiential exercises

## **E-MAIL & CONTACT POLICY:**

Please use the moodle course page frequently. Make sure you consult the course outline/syllabus, other handouts, and the course moodle website BEFORE submitting inquiries by email to the course instructor. **Each email message must include in the Subject line PSYC 4061 and a concise key word** [e.g. test conflict, sick, question]; otherwise it is likely to be deleted, along with spam messages and messages potentially containing viruses. **ALSO include your full name and student number.** We will reply to legitimate email inquiries from students generally within 3 days. If you do not receive a reply within this period, please resubmit your question(s) and/or phone (leave a message if necessary). Please note that some servers (such as hotmail) can be unreliable in both sending and receiving messages.

When leaving a phone message, again, you must **mention your full name and that your phone message relates to PSYc 4061.** Dr. Pos **will NOT be responsible** for written messages left in Dr. Pos' mailbox, as this is an *unreliable* method of communication.

## **DROPPING THIS COURSE:**

The **last date to withdraw** without academic penalty is **March 8<sup>th</sup>, 2015.** Students must officially withdraw from a course by using the Student Telephone System (STS) or the Student Web Service (SWS). Merely ceasing to attend classes is not in itself the act of dropping. See your undergraduate student handbook.

## **Writing Skills**

For those students who have not done a great deal of writing to date, this is a good time to get familiar with the Centre for Academic Writing <http://www.yorku.ca/laps/writ/centre/> as well as the American Psychological Association (APA) Publication Manual, which you can find either the library or the bookstore. In addition, there are several writing resources posted on the York University website. Do not ask me what APA style is! Look it up! Or go to :

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx> for some free online tutorials from APA.

### **Missed Tests/Examinations**

A student must contact the **course director** or the **course director's secretary** Zehra Bandu ([zehra@yorku.ca](mailto:zehra@yorku.ca)) within **48 hours** of the missed test/exam, with the following information:

- name (give spelling of last name)
- student number
- course and section of course
- telephone number where student can be reached and best time to call back

If student is unable to contact the secretary or course director during this 48 hour period, subsequent documentation accounting for the delay **must** be provided. Appropriate documentation verifying the circumstances for the missed test/exam **must** be provided. Failure to provide appropriate documentation will result in a grade of F for the missed test/exam.

#### ***What is appropriate documentation?***

##### **In medical circumstances:**

- Statement from attending physician (or psychologist) which **must** include:
  - full name, mailing address, telephone number of physician
  - nature of the illness and its duration (i.e., dates covered)
  - statement regarding whether the illness (or medication) would have SERIOUSLY affected the student's ability to take the test/exam

\*\*The physician's office may be contacted to verify that the forms were completed by the physician.

##### **In non-medical circumstances:**

- Official or credible documentation that supports the nature of the emergency (e.g., death certificate or obituary notice, automobile accident notice, appropriate receipts for emergency travel...)

\*\*Note that having to work at the time of the test is **not** considered a valid reason to miss a test.

### **Make-Up Test**

The student must be prepared to write the make-up test at the time set by the course instructor and must contact the course director (or the course director's secretary) to find out when the make-up test will take place, which **may be as early as one week following the missed test**. The make-up test will cover the same content but will not necessarily include the same questions as the original test. **A conflict with another course during the time of the make-up is not a valid reason for missing the make-up.**

**Cheating and Plagiarism are not tolerated:** Except for you group seminars, students are expected to work independently on their assignments. For further information and clarification please refer to the York University Senate Policy on Academic Honesty at [http://www.arts.yorku.ca/faculty\\_and\\_staff/policies\\_and\\_procedures\\_for\\_faculty/academic\\_honesty\\_faculty\\_procedures.php](http://www.arts.yorku.ca/faculty_and_staff/policies_and_procedures_for_faculty/academic_honesty_faculty_procedures.php)

Other important general course information (regarding such things as academic honesty, ethics review processes, access/disability, religious observances, etc.) is available on the following regularly updated website: [http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm)

### **Accommodation for Students with Special Needs**

Students with physical, learning or psychiatric disabilities who require accommodation in teaching style or evaluation methods should discuss this with the Course Director early in the year so that appropriate arrangements can be made.

Students who feel there are extenuating circumstances which may interfere with the successful completion of any course requirements should discuss the matter with the Course Director as soon as possible to make appropriate arrangements.

### **WEEKLY AGENDA/OUTLINE PLAN FOR THE COURSE**

<b>DATE</b>	<b>LECTURE TOPIC</b>	<b>READINGS which will be available on MOODLE Plus WHAT's DUE and when</b>
January 6th	The professional practice of counseling and psychotherapy Professionalism and ethics	<b>Lecture PP and CPA Ethical guideline</b> outlined will provide you in class.
January 13 <sup>th</sup>	Dynamic Approaches	<b>Lecture PP and 3 short articles</b> Auld, Hyman, & Rudzinski (2005) Chapters 1 “Introduction” (16 pages) and 3 “ Basic Principles of Psychoanalytic therapy” (9 pages) plus one by Stan Messer (2014) The psychoanalytic therapies” (10 pages)
January 20 <sup>th</sup>	Cognitive Behavioral Approaches	<b>Lecture PP and 2 Readings-</b> Foa & Shaprio (2013). Exposure therapies. In Prochaska & Norcross (Eds) Systems of Psychotherapy (pp 194-216).. CBT- Beck & Weishar (2014). Cognitive therapy. In Wedding & Corsini (Eds.) Current Psychotehrapiies (pp 231-261),

		Belmont, CA; Brooks Cole.
January 27 <sup>th</sup>	Humanistic Experiential Approaches (HEPs)	<b>Lecture PP and 1 big chapter</b> by me and colleagues on HEPs (Pos, Greenberg, & Elliott, 2007)
February 3 <sup>rd</sup>	Post Modern and Systems Approaches	<b>Lecture PP and 2 Readings</b> Hedges F. (2005). An introduction to systemic therapy with individuals, Chapter 2, pp. 8-26. Yalom, I (2005). Chapters 1-3. <i>The theory and practice of group psychotherapy</i> (5 <sup>th</sup> edition). New York, NY: Basic Books (This is <i>the</i> text on group psychotherapy).
February 10 <sup>th</sup>	<b>MID TERM TEST</b>	Multiple choice and short questions in class time but perhaps in a larger class- TBA
February 17 <sup>th</sup>	<b>READING WEEK</b>	
February 24 <sup>th</sup>	The Dodo Bird Effect, Psychotherapy Integration, and Idea of Common Factors	<b>Lecture PP and 2 Readings.</b> Rosenzweig, S.(2002/1936). Some Implicit Common Factors in Diverse Methods of Psychotherapy, <i>Journal of psychotherapy integration</i> , 12 5-9. Westen, D., Novotny, C, M., & Thomson-Brenner, H. (2004). The empirical status of empirically supported psychotherapies: Assumptions, findings and reporting of controlled clinical trials. <i>Psychological Bulletin</i> , 130 (4), 631-663.
March 3 <sup>th</sup>	The Alliance	<b>Lecture PP and 1 Reading</b> Bordin, E. (1979) The generalizability of the psychoanalytic concept of the working alliance.
March 10 <sup>th</sup>	Empathy and other relationship conditions	<b>Lecture PP and 1 Reading</b> Rogers (1957) The necessary and sufficient conditions
March 17 <sup>th</sup>	Emotional Processing and Emotional Regulation	<b>Lecture PP and 1 Reading</b> McMain, S. F., Pos, A. E. & Iwakabe, S. (2010). Facilitating



		Emotion Regulation: General Principles for Psychotherapy. <i>Psychotherapy Bulletin</i> , 45(3), 16-21. <b>plus Extra Handouts provided by me in class</b>
March 24 <sup>th</sup>	Client and Therapist Factors	<b>Lecture PP and 2 Readings</b> Tallman, K. & Bohart, A.C. (1999). The client as a common factor: Clients as self-healers. In M.A. Hubble, B.L. Duncan, and S.D. Miller (Eds.), <i>The Heart and Soul of Change: What works in therapy</i> (pp.91-132). Washington: American Psychological Association. Jennings, L. & Skovholt, T. M. (1999). The cognitive, emotional and relational characteristics of master therapists. <i>Journal of Counseling Psychology</i> , 46(1), 3-11.
March 31 <sup>st</sup>	Culture and Case Formulation	<b>Lecture PP and 2 Readings</b> Eells, T.D. (2010). History and Current Status of psychotherapy case formulation. Chapter 1 From Eell's <i>Handbook of Psychotherapy Case Formulation</i> . Brown, L. (2009). Cultural competence: A new way of thinking about integration in therapy.
<b>April 3<sup>rd</sup>, 2015- 30%</b>		Reflection Paper Due
<b>EXAM PERIOD DATES: April 8<sup>th</sup>-April 24<sup>th</sup></b>  Date time and place to be announced with the exam schedule.		Final Exam <b>during exam week and will not be cumulative. That is it will cover material covered after the MIDTERM Test till end of classes on March 31.</b>