

FACULTY OF HEALTH

SKILLS AND TECHNIQUES IN COUNSELLING AND PSYCHOTHERAPY PSYC 4062.03 M

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

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: by an appointment before or after each class

Course Description

Methodologies of psychotherapy are the focus of this course. They are examined from 3 perspectives: (a) qualities and skills of the practitioner, (b) overall strategy: as shaped by philosophy and goals, and (c) specific techniques. Over 10 different approaches of psychotherapy are covered, including traditional, contemporary and emerging ones.

The grading scheme aims to create an opportunity for deeper study, primarily by distributing class work throughout the course. There is an assignment for every class, weekly journal entries, 2 exams, a presentation, and a paper.



Course Objectives

Students are expected to gain:

- familiarity with the major psychotherapeutic methodologies practiced today.
- acquaintance with a variety of specific techniques.
- appreciation of the place and role of the practitioner in the psychotherapeutic process.
- understanding of the connection between the methodology that is employed and the psychotherapeutic philosophy and goals that shape it.



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

- Course Kit
- Your choice of a textbook on psychotherapy
- online references



Grading Scheme, option 1

1. 2 multiple-choice mini-exams	40%
2. 8 class reading assignments	15%
3. Self-nurture research journal	20%
4. Paper-Presentation, including	25%
a. A class presentation (pass/fail)	
b. 1 page handout	
c. A short essay	

Grading Scheme, option 2

1. 2 multiple-choice mini-exams	20%
2. 8 class reading assignments	15%
3. Self-nurture research journal	20%
4. Paper-Presentation, including	25%
a. A class presentation (pass/fail)	
b. 1 page handout	
c. A short essay	
5. 1 paper	20%



Conversion Table

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



COURSE REQUIREMENTS

Class reading assignments

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. Briefly answer the following questions for each psychotherapeutic approach covered in the reading:

What

- a. are the terms and concepts used to describe the psychotherapeutic problem? and
 - a. What layer/dimension of the person is emphasized?
- b. is the **overall** strategy, or **main** elements, used to address the psychotherapeutic problem? and
 - a. What layer/dimension of the person is primarily targeted, and
 - b. What is the primary goal of the strategy?
- c. are the most commonly used **specific** techniques? and
 - a. What is the goal of each specific technique?
- d. are the qualities and skills of the therapist that are emphasised?

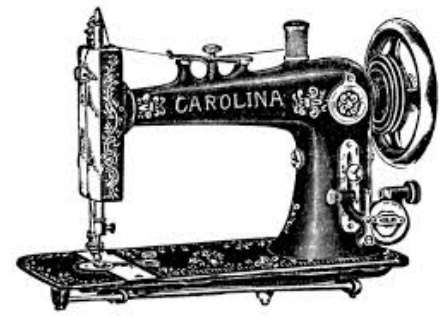
Note:

- Some of these questions are not answered in the readings; especially in assignment # 2.
- Assignment # 8, August 12, for the second reading: **briefly describe the case you chose** before answering the above questions. This description is in paragraph format,

2. Identify any major points in the reading not covered by the above questions.

3. Identify a concept, a strategy or a technique you have not heard of before and find appealing in facilitating a positive change. **Briefly** describe this concept or act by giving **an example** from daily life. (paragraph format)

4. Compose a question (or more) about something 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. It covers 4 weeks.

Journal format A – if you are doing this for the first time

- **Self-nurture activities**
 - are to be selected every week from a different category listed in the table below.
 - are activities you do not usually perform.
 - are to be performed 5 (or more) days of your choice per week.
 - include an option: you may carry on previous week's activity in addition to the new one.
- **Journal sections:** There are 4 sections, all are to be typed.
 - a. **Introduction** – describe how completing such a journal is related to psychotherapy, 1 paragraph.
 - b. **Procedure** – describe your assessment procedure.
 - c. **Weekly entry** – 3 sections
 - a **brief factual** description of the activity involved.
 - a **diagram** that summarizes your numerical findings of state of mind. (May be hand drawn)
 - a **verbal summary** of state of mind, including possible contributing variables, 1 paragraph.
 - d. **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)
 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)
 1. sense of contentment
 2. sense of calmness
 3. 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.

Due date: August 12, 7 pm

Self-nurture Research Journal

Journal format B – if you already completed a journal in PSYC 4061

Design your own self-nurture programme

Activities

- a. Create any new activities that interest you. **Confirm new activities with the Course Director.**
- b. Repeat any activity that you want.
- c. Include caring for the environment activity/ies.
- d. Include at least 1 Table's activities from a category you did not cover before.

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.
- c. You may spread out an activity a few times a week over a few weeks.

Assessment

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

Due date: August 12, 7 pm



Self- Nurture Activities



1	<ul style="list-style-type: none"> • 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 • 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.
2	<ul style="list-style-type: none"> • Spending 1 hour (or more) outdoors, preferably in nature, or • Exercising for 40 minutes (or more)
3	<ul style="list-style-type: none"> • Sleeping for 8 hours, or • Going to bed 1 or 2 hours earlier than usual.
4	<ul style="list-style-type: none"> • Engage in a fun activity for 1 hour (or more), or • Engage in an artistic activity for 1 hour (or more)
5	<ul style="list-style-type: none"> • 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 • While studying eliminate all distractions; i.e., cell phone is off, no looking at media websites, etc., or • Combining both of the above
6	<ul style="list-style-type: none"> • 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 • Spend 15 min. (or more) identifying and praising (writing or taping) good actions that you performed or observed others performing in the last 24 hours. or • 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.
7	<ul style="list-style-type: none"> • Perform 3 (or more) anonymous acts of giving, 2 (or more) of these directed towards individuals that you have no relationships with. or • Perform 3 (or more) acts of caring for the environment.
8	<ul style="list-style-type: none"> • Identify a quotation or a proverb you find inspiring. Record any instances that this wisdom was manifested in the last 24 hours. or • Identify a quotation or a proverb you find inspiring. Apply that wisdom to one (or more) of your activities.





Paper Presentations

Content

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

Presentation Format

- A panel with a chairperson.
- Part 1: Review of the class readings with a game and Q & A; up to 20 min.
- Part 2: Individual presentations, 10 min each.
- Part 3: A Q & A period on the individual presentations.

Presentations Write-ups

1. A handout for all students
 - Overall: An outline of the presentation reference **in point form**. (Include the complete reference, APA style.)
 - Start with: the **thesis** of your reference
 - 2 multiple-choice questions about the **main points** of the reference.
 - Each handout is 1 to 1 ½ pages in length.
 - For the Course Director: 2 copies and **a photocopy of the reference**; it may have your notes on it and will be returned to you. A photocopy is not needed if the reference is assigned in the class schedule.
2. A 4 - 5 page discussion paper.
 - Compare and contrast your reference to any 2 theoretical approaches covered in this class or in PSYC 4061 A.
 - For each approach: answer the 4 questions of the reading assignments.
 - Add your own conclusions and insights.
 - APA format
3. **Due date: date of presentation or August 5, 7pm, whichever comes first**



Paper for option 2

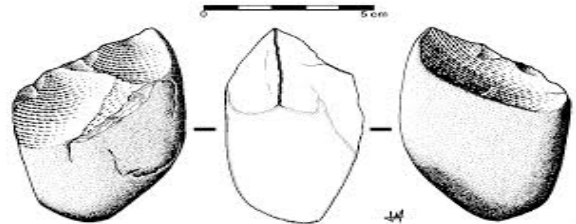
Content: An analysis of the process, and its components, that brought about a psychotherapeutic change in the case of a published autobiographical account. The analysis is from 3 perspectives: that of the writer and 2 theoretical approaches of your choice.

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

Length: 8 to 12 pages

Format: APA style

Due date: **August 5, 7 pm**



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)

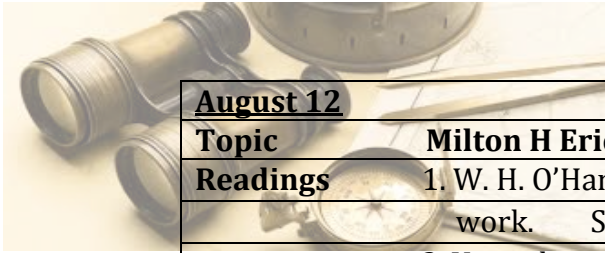


Schedule

<u>July 6</u>	
Topic	Introduction: Framework for looking at methods in counselling And psychotherapy
Readings	(1) <u>Traditional</u> psychoanalytic therapy, (2) Cognitive therapy. Source: any textbook
<u>July 8</u>	
Topic	The psychotherapist
Assignment	#1 based on readings for last class, July 6
<u>July 13</u>	
Topic	Emerging approaches
Readings	5 readings from 'Monitor on Psychology' Source: course kit
Assignment	#2

<u>July 15</u>	
Topic	Existential approach: R. D. Laing's work as an example
Readings	A CBC radio interview with R. D. Laing Source: course kit
Assignment	#3
<u>July 20</u>	
Topic	Future oriented interventions
Readings	Turning trauma into growth. Martin E. P. Seligman (2011) Source: course kit
Presentations	The work of Viktor Frankl
Assignment	#4
<u>July 22</u>	<u>no class</u>
<u>July 27</u>	<u>Exam 1</u>
<u>July 29</u>	
Topic	Present oriented & brief therapies
Readings	Solution focused therapy Source: course kit
Presentations	(1) Motivational Interviewing. Source: Miller & Ross, Towards a theory of Motivational Interviewing, American Psychologist, 2009, online (2) Interpersonal Psychotherapy (Klerman & Weissman) Source: Current Psychotherapies, chapter 10, or any textbook (3) Your choice within this topic
Assignment	#5
<u>August 3</u>	<u>no class - civic holiday</u>
<u>August 5</u>	
Topic	Sensory based tools in psychotherapy
Readings	Danie Beaulieu (2003) Eye Movement Integration Therapy. Source: course kit (Chapter 1: Introduction. pg. 1- 24)
Presentation	(1) Impact therapy (online), (2) your choice within this topic
Assignment	#6
Other	Due date: all presentations not yet submitted Due date: option 2 paper
<u>August 10</u>	
Topic	Family Therapy
Readings	Virginia Satir, Conjoint Family Therapy . Chapter 10, 11 Source: course kit
Presentations	(1) Michael White's Narrative therapy, (2) Jay Haley's strategic therapy
Assignment	#7
Other	<u>Last date to drop the course without a grade</u>
Due date	Paper, for those choosing option 2





August 12	
Topic	Milton H Erickson
Readings	1. W. H. O'Hanlon (1987). Groundwork: Introduction to Erickson's work. Source: course kit
	2. Your choice of an Ericksonian therapy case 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)
Presentations	Your choice of any 3 chapters or more, from 1 to 7 in: <i>The Wisdom of Milton H. Erickson</i> . Source: Scott library reserves
Assignment	#8
Due date	Self-nurture journal
August 17	
Topic	The Wizard of the Desert
August 19	Exam 2, make-up of exam 1



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

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



Life is too Mysterious
For Us to be Serious!