

## FACULTY OF HEALTH

### SKILLS AND TECHNIQUES IN COUNSELLING AND PSYCHOTHERAPY PSYC 4062.03 M

**Mondays & Wednesdays, 7:00-10:00,  
Location: FC 109**

**Course Director: Tifrah Warner, Ph.D.**

**Office contact: Zehra Bandhu**  
BSB #284; (416) 736-2100 ext. 66232

**Email contact: [tifrahw@yorku.ca](mailto:tifrahw@yorku.ca)**

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:** 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 4061 3.00 or AK/HH/PSYC 4210 3.00. Course credit exclusions: AK/AS/HH/SC/PSYC 4060 6.00, AK/PSYC 4240 3.00 (prior to Summer 2002).

### 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. Review game questions (pass/fail)*	(2.5%)
b. A class presentation (pass/fail)*	(2.5%)
c. 1 page handout	
d. 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. Review game questions (pass/fail)*	(2.5%)
b. A class presentation (pass/fail)*	(2.5%)
c. 1 page handout	
d. A short essay	
5. 1 paper	20%

**\*Note:** Fail = 0%, Pass = 80%

### 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 **(a) typed or written in a very clear and organized manner** and **(b) 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:

- 1) **What** are the terms and concepts used to describe the psychotherapeutic problem? and
  - a) What layer/dimension of the person is emphasized?
- 2) **What** 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?
- 3) **What** are the most commonly used **specific** techniques? and
  - a) What is the goal of each specific technique?
- 4) **What** 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. In these cases note that there is no relevant information.
- Assignment # 9, August 3, **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: July 27, 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 a caring for the environment activity/ies.
- d. Include activities listed in the table from at least 2 categories 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: July 27, 7 pm**



## Self- Nurture Activities



1	<ul style="list-style-type: none"> <li>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></li> <li>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.</li> </ul>
2	<ul style="list-style-type: none"> <li>Spending 1 hour (or more) outdoors, preferably in nature, <b>or</b></li> <li>Exercising for 40 minutes (or more)</li> </ul>
3	<ul style="list-style-type: none"> <li>Sleeping for 8 hours, <b>or</b></li> <li>Going to bed 1 or 2 hours earlier than usual.</li> </ul>
4	<ul style="list-style-type: none"> <li>Engage in a fun activity for 1 hour (or more), <b>or</b></li> <li>Engage in an artistic activity for 1 hour (or more)</li> </ul>
5	<ul style="list-style-type: none"> <li>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></li> <li>While studying eliminate all distractions; i.e., cell phone is off, no looking at media websites, etc., <b>or</b></li> <li>Combining both of the above</li> </ul>
6	<ul style="list-style-type: none"> <li>Spend 15 min. (or more) identifying and praising (writing or taping) good qualities that you have; conclude by identifying and praising the <b>source/s</b> of those qualities. <b>or</b></li> <li>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. <b>or</b></li> <li>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.</li> </ul>
7	<ul style="list-style-type: none"> <li>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></li> <li>Perform 3 (or more) acts of caring for the environment.</li> </ul>
8	<ul style="list-style-type: none"> <li>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></li> <li>Identify a quotation or a proverb you find inspiring. Apply that wisdom to one (or more) of your activities.</li> </ul>



## Paper-Presentation



### Content

- **Topic:** listed in class schedule.
- Source: 1 – 2 references of your choice that give an **academic 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 **academic 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 15 min.
- Part 2: Individual presentations, 8 – 10 min each.
- Part 3: A Q & A period on the individual presentations.

### Presentation Write-ups

#### 1. **A handout** for all students

- o Overall: An outline of the presentation reference **in point form**. (Include the complete reference, APA style.)
  - Start with: the **thesis** of your reference
  - Include 2 multiple-choice questions about the **main points** of the reference.
  - Each handout is 1 to 1 ½ pages in length.

#### 2. **A discussion paper:** 4 – 5 pages, APA forma.\*

- Compare and contrast your reference with any 2 theoretical approaches covered in this class or in PSYC 4061 A.
- Organize the paper in terms of the 4 assignment questions (use headings).
- End up with your own conclusions and insights.
  - **Attach** to the paper.
    - o 1 copy of the handout, and
    - o **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.

- Due date: July 25



\* Note this essay is meant to reflect the **quality** of your understanding, hence you are asked to search for only a few references. The paper is marked for the clarity and conciseness in which the pertinent information is presented.

## Paper for option 2

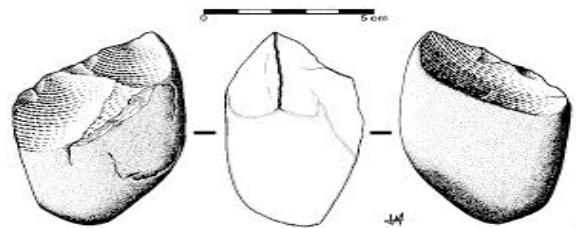
Content: An analysis of the process, and its components, that brought about a psychotherapeutic change in the case of a published autobiographical account. The analysis is from 3 perspectives: that of the writer and 2 theoretical approaches of your choice.

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: July 25, 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

<b>June 27</b>	
<b>Topic</b>	<b>Introduction: Framework for looking at methods in counselling And psychotherapy</b>
<b>Readings</b>	(1) <u>Traditional</u> psychoanalytic therapy, (2) Cognitive therapy. Source: any textbook
<b>June 29</b>	
<b>Topic</b>	<b>The psychotherapist</b>
<b>Assignment</b>	#1 based on readings for last class, July 6
<b>July 4</b>	
<b>Topic</b>	<b>Emerging approaches</b>
<b>Readings</b>	5 readings from 'Monitor on Psychology' Source: course kit
<b>Assignment</b>	#2
<b>July 6</b>	
<b>Topic</b>	<b>Existential approach: R. D. Laing's work as an example</b>
<b>Readings</b>	A CBC radio interview with R. D. Laing Source: course kit
<b>Assignment</b>	#3
<b>Other</b>	<b>Last date to drop course without a grade - July 8</b>
<b>July 11</b>	
<b>Topic</b>	<b>Future oriented interventions</b>
<b>Readings</b>	Turning trauma into growth. Martin E. P. Seligman (2011) Source: course kit
<b>Presentations</b>	The work of Viktor Frankl
<b>Assignment</b>	#4
<b>July 13</b>	
<b>Topic</b>	<b>Present oriented &amp; brief therapies</b>
<b>Readings</b>	Solution focused therapy Source: course kit
<b>Presentations</b>	(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) Any art or body-focused psychotherapy that is present oriented & brief.
<b>Assignment</b>	#5
<b>July 18</b>	<b>Exam 1 (does not include July 13 class material)</b>



<b>July 20</b>	
<b>Topic</b>	<b>Sensory based tools in psychotherapy</b>
<b>Readings</b>	Danie Beaulieu (2003) Eye Movement Integration Therapy. Source: course kit (Chapter 1: Introduction. pg. 1- 24)
<b>Presentation</b>	(1) Impact therapy (online), (2) your choice within this topic
<b>Assignment</b>	#6
<b>Other</b>	<b>Due date: all presentations not yet submitted</b>
	<b>Due date: option 2 paper</b>
<b>July 25</b>	
<b>Topic</b>	<b>Family Therapy</b>
<b>Readings</b>	Virginia Satir, <b>Conjoint Family Therapy</b> . Chapter 10, 11 Source: course kit
<b>Presentations</b>	(1) Michael White's Narrative therapy, (2) Jay Haley's strategic therapy
<b>Assignment</b>	#7
<b>Due date</b>	<b>Discussion paper</b>
<b>Due date</b>	<b>Paper, for those choosing option 2</b>
<b>July 27</b>	
<b>Topic</b>	<b>Milton H Erickson</b>
<b>Readings</b>	1. W. H. O'Hanlon (1987). Groundwork: Introduction to Erickson's work. Source: course kit
<b>Presentations</b>	Chapters 1 to 7 in: <i>The Wisdom of Milton H. Erickson</i> . Source: Scott library reserves
<b>Assignment</b>	#8
<b>Due date</b>	<b>Self-nurture journal</b>
<b>August 1</b>	<b>No class</b>
<b>August 3</b>	
<b>Readings</b>	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)
<b>Assignment</b>	#9
<b>Topic</b>	<b>The Wizard of the Desert</b>
<b>August 8</b>	<b>Exam 2, (includes July 13 class material) Make-up of exam 1, 5pm</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)

- 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!