

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

TERM Winter 2013 **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

Office: Behavioural Sciences Building, Rm. 108B

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

Phone: 416-736-2100 ext. 20762

E-mail: aepos@yorku.ca (expect up to 3 days for reply)

Secretary: Ms. Zehra Bandhu

Office: 284 BSB

Phone: 416-736-6232

Time and Location: Tuesdays 8:30-11:30 in **TEL-0009**

COURSE DESCRIPTION

The main objective of this course is to familiarize students with the core theoretical approaches to counseling and 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. We will also examine additional current approaches and modalities to counselling and psychotherapy. Multi-cultural and ethical lenses will be discussed as they apply to engaging in the counselling process. 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 and 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 correspond with assigned readings from the course text as well as additional supplementary reading material that will be assigned in advance of sessions. 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:

- 1) Corey, Gerald. (2012). *Theory and practice of counselling and psychotherapy* (9th Ed.). Pacific Grove, CA: Brooks/Cole.
- 2) Additional reading will be assigned by both the instructor as the lectures progress.

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 range 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 12, 2013
Reflection Assignment	25%	Due Friday April 5 th , 2013
Final Exam	30%	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 Test (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 (25 %): Preparation: Each week, after reading the book chapter(s) or article for the next class, keep a weekly journal that organizes your engagement with the course material as you learn about counselling. In the journal, write out a brief evaluation of the chapter/article based on your thoughts and/or any questions that come to mind as you read (i.e. Notes to self). For example, you may ask yourself such questions as: a) what are the underlying assumptions that this author/model makes about human nature? b) what cultural or ethical problems come to mind as I read about his form of therapy? c) what kinds of things did I discover about this form of psychotherapy that make it unique and/or different from other models? Or d) what about this model would make it particularly challenging for me as a person to practice from within this approach? Paper: Reflect personally on the impact that course and its readings have had on your sense of yourself as a helper (ie. Souvenirs to go away with). This is a process of learning and assimilating. If you've been wise, this diary and paper exercise is going to also help your assimilate information and to study for your term tests. **The final paper** should organize these reflections that you have made into a coherent 15 page maximum paper (double spaced), with APA style references, that discusses your position on the material you have learned and the impact that learning this material has had on your view of counseling and yourself as a future participant in counseling as either future client of practitioner. It should include your personal reactions to models you have learned, such as the fit you feel between particular models (good or bad fit) and you as you imagine having to practice or receive a particular model of psychotherapy. How your goals would fit the model's goals, the type of relationship you might expect to receive or provide etc. This can be very personally written in reflective style and is **not** a research paper.

Lateness. There will be a penalty of 10% of the assigned grade value for each day late (i.e. if the assignment is worth 25% you lose 2.5% for each day late, that is if you are one day late you could

obtain a max of 23.5/25 on that assignment. If you are late, hand in the assignment to either my secretary (Zehra) or the office secretary (Terri in the Faculty mail room) on the ground floor of BSB. It must be initialled by one of them with the time it was handed in.

Final Examination (30%): The final exam will be composed of unseen multiple choice questions, and a choice of a short essay question, the format of which you will have some time to partially prepare for ahead of the exam. This 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 essay question will concern case conceptualization in general- that is how you might view a client and plan their treatment from multiple perspectives.

Participation Class 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 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 PSYC 4061 in the Subject line;** otherwise it is likely to be deleted/lost. ALSO **include your full name and student number.** I 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 PSYC 4061.** Dr. Pos **will NOT be responsible** for written messages left in either Dr. Pos' mailbox or via any other *unreliable* method of communication.

DROPPING THIS COURSE:

The last date to withdraw without academic penalty is **March 15th**, 2013. 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. You are strongly advised to pay close attention to the above deadline. It represents the last date students have unrestricted access to the registration and enrolment system. You can drop courses using the registration and enrolment system up until the drop deadline. After that, you will receive a grade for the course based on the work you completed to that point. You will have to petition for a late drop independent of the course director.

Deferred standing

Deferred standing may be granted to undergraduate students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. In order to apply for deferred standing, students must complete a [Final Exam/Assignment Deferred Standing Agreement form](http://www.registrar.yorku.ca/exams/deferred/) <http://www.registrar.yorku.ca/exams/deferred/> and reach an agreement directly with the course director for an alternate final examination date or for an extension to the deadline. The Final Exam/Assignment Deferred Standing Agreement form facilitates the setting of an alternate date for writing a final examination or submitting outstanding course work before the [Faculty deadlines](#). There is no provision for rewriting a final examination to improve a final grade. Students must make a formal request for deferred standing. This is done by approaching their course director with the printed Final Exam/Assignment Deferred Standing Agreement form to discuss the possibility of setting an alternate date for writing a final examination or for submitting an outstanding course work. Students must also supply all relevant supporting documentation (as outlined on the form). Photocopies of supporting documentation are acceptable as long as the course director is able to view the original documents.

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 (329 Ross) 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

The student must contact the **course director** or the **course director's secretary** Zehra Bandu (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

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

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.

AGENDA FOR THE COURSE

DATE	LECTURE TOPIC	READINGS/ WHAT'S DUE
January 8th	The professional practice of counseling and psychotherapy Professionalism and ethics	Corey Chapters 2 and 3
January 14 th	The importance of assessment and case formulation	Ells (2007) Case Formulation Posted on Course Moodle
January 21 st	How research on treatment is conducted and the controversy concerning empirically supported treatment	Westen, Novotny & Thompson- Brenner (2004) Posted on Course Moodle
January 28 th	Common versus specific factors in treatment	Bordin (1979) Rogers (1957) Goldfried (1980 and 2009) All posted on Course Moodle
February 5 th	Psychoanalysis and relational approaches to treatment	Chapter 4 Corey
February 12 th	MID TERM TEST	
February 19 th	READING WEEK	
February 26 th	Humanistic approaches: Client centered treatment	Chapter 6, 7 Corey
March 5 th	Experiential therapy	Pos, Greenberg, & Elliot, 2007
March 12 th	Behavioral Therapy	Corey Chapter 9
March 19 th	Cognitive Behavioral Therapy	Corey Chapter 10
March 26 th	Systems Approaches	Corey Chapter 14
April 2 nd	Post modernism, culture, and integration.	Corey Chapter 12, 13 Laura Brown (2009) Available on Moodle
Paper DUE Friday April 4th	Reflection Paper	Paper Due Friday April 4th

Final exam will take place during exam week and will not be cumulative. That is it will cover material covered after the MIDTERM Test. SPRING EXAM DATES: April 10th-April 26th. Exact Data TBA.