

YORK UNIVERSITY

Faculty of Health: PSYCHOLOGY DEPARTMENT

Skills and Techniques in Counselling and Psychotherapy 3.0

2012-13 / Session S2

Monday and Wednesday 7-10PM

Location: Founders College (FC) 103

Course Director: Dr. Ehud E. Avitzur

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Office Hours: During the summer: Only by appointment.

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Secretary: Mrs. Judy Manners, Office 280 BSB, Tel. (416) 736-2100 x 66115

Prerequisites: Prerequisites: PSYC 1010 6.0 or 2410 6.0 with a minimum grade of C, 2030 3.0 or 2530 3.0 or substitute; one of 2020 6.0, 2021 3.0, 2510 3.0 or substitutes; 2130 3.0 or 3220 3.0; 3140 3.0 or 3215 3.0; 4061 or 4210 3.0.

Students must be in an Honours Program in Psychology and have completed 84 credits (excluding education courses).

Course Description and Objectives

This course focuses on some of the practical aspects of counselling-psychology and psychotherapy, as well as all other helping professions. This may enable the student to sample some of the fundamental aspects in becoming a helping professional. It should be noted that this course is not aimed at *developing* a helping professional, and will not provide the student any specific tools that may train you to become one. However, you may have an opportunity for a good glimpse into these professions.

In helping professions the personality of professional and her/his ability to introspect into her/his life, values, circumstances, are a crucial *instrument* for the work; the interaction with the other/s is the main *arena* of the work. This basic understanding suggests a *workshop* format of the course: Most of the study is done in groups, exercises, and homework. Therefore both class attendance and *active contribution* are of great importance.

Self-disclosure:

As mentioned before, in helping professions the personality and the personal experiences of the service provider are pivotal instruments. Studying counselling and psychotherapy therefore involve introspection into one's own personality and experiential history. In class, an *appropriate* self-disclosure would be beneficial for the students and the learning process. Students have different feelings about self-disclosure. Some are happy to share their thoughts, emotions, and experiences; some may find it rather threatening. You are advised to keep loyalty to your own "gut feelings" in-term of self-disclosure and share with classmates when you feel within your "comfort zone". In therapy, the client/patient is expected to open-up in order for the process to be relevant and effective. In class, on the other hand, you are not expected to open up beyond the level that feels appropriate to you. If you have a dilemma about that, you may consult with the course director, who would be able to guide you to find your appropriate level of sharing. Some students may find it helpful to disclose information not about themselves but about another person, such as a friend, a family member, a character from a movie, book, TV series, etc. This approach is legitimate.

Required Reading:

Chang, V., Scott, S, & Decker, C. (2013). Developing helping skills, CA: Brook/Cole Cengage Learning.

Evaluation

Your final grade will be calculated based on:

Two Exams 2 X 20%
Homework Portfolio 20%
Contribution in class (only when attending) 20%.
A final paper: 20%

Explanation:

Exams: MC and SA.

Homework Portfolio: Homework assignments will be collected in a portfolio. Your work will be evaluated by perceived effort put into it, articulation and the depth of reflection about the subject matter.

A final paper: A free style, 8 pages long, font 12, double space.

The paper will be based on an interview you will perform with a counselor/ psychotherapist / physician or a graduate student of social work, psychology, medicine or nursing about some of the topics addressed in the course. The paper will include a short summary of the interview (33%) and your reflections about it (66%). Your work will be evaluated by perceived effort put into it, manifested knowledge gained in the course, level of articulation, and the depth of reflection about the subject matter.

Your grade for the course will be based on the following scale: A+ 90-100; A 80-89; B+ 75-79; B 70-74; C+ 65-69; C 60-64; D+ 55-59; D 50-54;

Senate approved the following grading schemes for the Faculties of Administrative Studies, Arts, Atkinson College, Education, Fine Arts, Science and Glendon College:

- A+. 9. Exceptional. Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
- A. 8. Excellent. Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.
- B+. 7. Very Good. Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
- B. 6. Good. Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
- C+. 5. Competent. Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
- C. 4. Fairly Competent. Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.
- D+. 3. Passing. Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.
- D. 2. Barely Passing. Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.
- E. 1. Marginally Failing
- F. 0. Failing.

Academic Honesty:

The Department of Psychology, Faculty of Health, operates according to the Senate Policy on Academic Honesty, which is available electronically through the following <http://www.yorku.ca/secretariat/policies/document.php?document=69>

Important dates:

Summer second semester begins June 24, 2013; ends August 2, 2013.

Last date to enroll without permission of course instructor: June 28, 2013.

Last date to drop the course without receiving a grade: July 19, 2013 (Make sure you have enough feedback on your performance prior to this date).

Final paper due date: July 31, 2013.

No class on: Monday, July 1, 2013: Canada Day.

Tentative Course Outline

Lesson #	Topic	Reading assignment	Assignment/presentations
Fall Term			
1 June 24	Introduction		
2 June 26	Importance of Self-Understanding 1	Chapter 1	
3 July 3	Importance of Self-Understanding 2	Chapter 2	
4 July 8	Ethical considerations	Chapter 3	
5 July 10	Professionalism and professional relationships	Chapter 4	
6 July 15	Midterm Exam		
7 July 17	Developing working relationships	Chapters 5	
8 July 22	Core interpersonal skills	Chapter 6	
9 July 24	Techniques	Specific issues in Chapters 8, 9, 10	
10 July 29	Techniques	Specific issues in Chapters 11, 12, 15	
11 July 31	Final Exam		

*Make sure you have enough feedback on your performance prior to the last date to drop the course without receiving a grade (Please check “important dates” on previous pages).

Have a fine August!