

YORK UNIVERSITY

FACULTY OF HEALTH

DEPARTMENT OF PSYCHOLOGY

HH/PSYC 4061 3.0 - Fall, 2016

THEORETICAL APPROACHES TO COUNSELLING AND PSYCHOTHERAPY

COURSE OUTLINE

COURSE DIRECTOR: DR. MICHAEL LUTHER

Dr. M. Luther 277 BSB mluther@yorku.ca

Secretary: Agnes Levstik BSB 281

THURSDAYS – 8:30 AM – 11:30 AM

Appointment: 1 hour before class at Class

A SEMINAR COURSE (3 HOURS PER WEEK)

Course Prerequisite(s): Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2130 3.00 (Personality)
- HH/PSYC 3140 3.00 (Abnormal Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

Course credit exclusions:

- AK/AS/HH/SC/PSYC 4060 6.00, AK/PSYC 4210 3.00 (prior to Summer 2002), GL/PSYC 4250 3.00

N.B. NO CELL PHONES IN THE CLASSROOM!!!

Course Website: [Moodle](#)

COURSE DESCRIPTION:

As a seminar course , attendance is mandatory; it involves 'active' learning on-site and in person! This course provides in-depth coverage of counselling techniques and theories. A variety of older and current modes of therapy are presented and studied. Emphasis is on the theoretical assumptions made by the different theories, and the impact of the theory on therapeutic practice. Even non-theoretical models are looked at. A variety of areas such as: Psychoanalysis, Analysis, Gestalt, Humanistic (Logotherapy, Adlerian, & Narrative), Behavioural (B.Mod., IBI, & Systematic Desensitization), Brief Therapies (Solution-Focus, TA, and Pattern Interruption), Cognitive Therapy, Cognitive Behavioral Therapy, EMDR, Dialectical Behavioural Therapy, etc., are covered. Critiques of each will be done by the students. These modes will be demonstrated in each seminar in an active way; role-playing in dyads (two's) is to be used too. The Naturalistic/Biocentric approach will be looked at, as well.

Competencies Grade %

1) Attendance/Participation (3 hours/week) = 25%

(no cell phones! no laptops needed)

2) Oral Presentation (1 hour) = 25%

3) Written Paper* An analytical paper (15-20 pg.) = 50%

APA Style (with headings and subheadings)

*This is not just a descriptive essay, per se, but an analytical paper worth 50% of the grade.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes)

MANDATORY TEXT

Luther, M.G., Allen, J.C., Gerber, J. & Luther, J.E. (2013 Revised edition). "Meeting The Human Challenge: Transformation, Healing, and Recognizing the Zombies Living Amongst Us." Concord, ON: Captus Press

Paper (50%) (Due last class)

A major paper using APA style and Headings is required. The student will compare his/her chosen therapy model to essential aspects of at least 3 other methods in counselling. These are not just summaries of each therapy; instead these are to compare and contrast main features of these therapeutic approaches. The layout is as follows:

Length

- A) Introduction (Intent) 1 page only
- B) Your Chosen Model (Summary) 3 pages
- C) Comparisons – (3 models) (3X3) 9 pages
- D) Conclusions/Evaluations (pro's/Con's) 2-3 pages
- E) References 1-3 pages

* See Rubric at back of outline.

Presentation (25%)

A typical presentation is 45 minutes to 60 minutes (1 hour). Importantly, a multimedia format is used; a clear presentation is crucial. Normal pace and voice is imperative. Do not race through material. Delivery is non-egocentric; pay attention to your audience! DO NOT READ IT ALOUD

(your presentation); instead, discuss it in a seminar format. Impart knowledge and even teach the class something useful, new, and interesting. DON'T JUST REGURGITATE. It must be in depth, on-topic, and both theoretical and practical. Critique the model of therapy presented (i.e., at end). Also, open for questions (at end). You may use A/V equipment and Power Point. Prepare a small (2-page) hand-out. The presentation is factual and not just anecdotal/subjective.

Learning Outcomes

Upon completion of the course, students should be able to:

1. Demonstrate in-depth knowledge in theoretical approaches to counselling and psychotherapy.
2. Critically evaluate, synthesize and resolve conflicting results in theoretical approaches to counselling and psychotherapy.
3. Articulate trends in theoretical approaches to counselling and psychotherapy.
4. Locate research articles and show critical thinking about research findings in theoretical approaches to counselling and psychotherapy.
5. Express knowledge of theoretical approaches to counselling and psychotherapy in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Missed Assignments

All students will have to make up for the missed presentation and/or paper. They must get a D.E.F. form and negotiate with the professor on late assignments. The missed assignment will receive a mark of 0 until it is completed.

Add/Drop Deadlines

For a list of all important dates, please refer to: [Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a “W” on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

Academic Integrity for Students

York University takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skills](#)

Test Banks

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited too; buying or selling test banks.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study or their employment and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For further information please refer to: [York university academic accommodation for students with disabilities policy](#)

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 4061 3.0B course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#)

Schedule

Class # 1 - Foucault's view of pathology by DR. LUTHER

- Darwin's view of Man
- Evolution and Naturalistic Therapy

Class #2 - Freud & Jung

(DR. LUTHER)

Class #3 - Psychoanalysis (Freud)

- Analysis (Jung)
- A. Adler & Gestalt (by F. Perls)

Class #4 - Behavior Modification: (Operant, IBI)

- Classical: (Systematic Desensitization) (Students)

Class #5 - Depression and Anxiety Cognitive Therapy (A. Ellis, D. Burns, A. Beck)

- Learned Optimism (M. Seligman) (Students)

Class #6 - Cognitive Behavioral Therapy CBT "Mind Over Mood" (Greenberger & Padesky)

- J. Schwartz "Brain Lock" (Students)

Class #7 - Narrative Therapy (M. White)

- Logotherapy (V. Frankl) (Students)

Class #8 - Solution-focused Approach

- De Shazer & I. Berg (Students)
- Walter & Peller (Students)

Class #9 - Pattern Interruption Therapy (Weakland & Siegel)

- Milton Erickson & Hypnosis (Students)

Class #10 - Roles (T/A) Therapy (Berne, the Freed, or Harris) Students

Class #11 - Dialectical Behavioral Therapy (Linehan)

- E.M.D.R. for PTSD (Shapiro) (Students)

Class #12

- The Optimistic Child (Seligman) (Students)

- Play Therapy (Moustakas)

- Art Therapy (for PTSD)

- T.A. For Kids (Freed)

Required Readings (in Luther, et al. 2013)

#1 "Naturalistic Biocentric" Reist & Luther pgs. 201 –

#2 "Evolution" Allen pgs. 55 –

#3 "Uncertain Future" Luther (on Freud & Jung) pgs. 337 –

#4 "IBI" Casaluce pgs. 321 –

#5 "Beyond Trepanation" Gagnier & Sorge pgs. 355 –

#6 "Uncertain Future" Luther (on CBT) pgs. 337 –

#7 "Essential Learning" Luther (on Narrative) pgs. 395 –

And "Brief Therapy" Luther (on Narrative) pgs. 425 –

#8 "Essential Learning" Luther (on Solution Focus) pgs. 395 –

And "Brief Therapy" Luther (on Solution Focus) pgs. 425 –

#9 "Essential Learning" Luther (on Pattern Interruption) pgs. 395 –

And "Brief Therapy" Luther (Pattern Interruption) pgs. 425 –

#10 "Transactional Analysis" (TA) Azer & Andres pgs. 451 –

#11 "Treatment For Paediatric PTSD" Stephens pgs. 469 –

#12 "Crisis Counselling" Lemmex pgs. 487 –

The course director is available to help students with projects on Thursday mornings before class at the seminar room. BEST OF LUCK!!!

NAME:

'CRITICAL' PAPER MARKING SCHEME

POOR/FAIR/GOOD/V.GOOD/EXCELLENT/BRILLIANT

BASIC _____

COVERAGE _____

APA STYLE _____

CITATIONS _____

QUOTES _____

GRAMMAR/SPELLING _____

HISTORY _____

THREE MODELS _____

ORGANIZATION _____

THEORY OF MIND _____

NATURALISTIC Ψ _____

FOCUS/ _____

CLARITY _____

CONCLUSIONS _____

THESIS/ _____

ARGUMENTS _____

REFERENCES _____

POOR/FAIR/GOOD/V.GOOD/EXCELLENT/BRILLIANT

OVERALL MARK _____