

**Faculty of Health
Department of Psychology
LOCATION Vari Hall 2005
PSYC 4061 Section M
THEORETICAL APPROACHES TO COUNSELLING AND PSYCHOTHERAPY
Winter Term 2017**

Instructor Information

Instructor: Alberta Pos

Office: 108B BSB

Office Phone: 20762

Office Hours: To be arranged individually

Email: aeos@yorku.ca When emailing the instructor use **4061 student** in the message line.

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 website: [Moodle](#)

Course Description

The main objective of this course is to familiarize students with the core theoretical approaches to counseling and psychotherapy and core principles that have been identified as central to the process of change in 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. 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 audio enhanced powerpoint readings, as well as original source readings as well as 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 identified for each meeting session include specific readings that are assigned in advance of sessions along with some audioenhanced powerpoints all of which will be available on Moodle on a week to week basis. Any material covered in class with powerpoints will also be available on moodle excepting video material that may be copyright protected. No textbook per se will be assigned. 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.

General Learning Outcomes

Upon completion of this 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.

Specific Learning Objectives

1. 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
2. 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.
3. To develop a comprehensive understanding of a core suite of therapeutic approaches, their key concepts and assumptions, and therapeutic goals and techniques.
4. To be able to critically appraise the contributions and limitations of each of **the therapeutic approaches**.
5. 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.

Required Text

- All online through links provided at moodle or in th form of moodle accessible pdfs.

Course Requirements and Assessment

Description of Assignments

Midterm- FEB 10th- 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- DUE April 7th, 2017

“The study of psychotherapies has been favoured over the study of psychotherapists – as if therapists when properly trained are more or less interchangeable. Much less attention has been given to the professional and personal characteristics and contributions of psychotherapists” (p 5, Orlinsky & Ronnestad, 2005, How Psychotherapists Develop).

Increasingly, the field is recognizing that the therapist (as a person) makes critical contributions to psychotherapy, and that therapists are not interchangeable but have unique qualities, beliefs, values,

and characteristics that inevitably affect their practice of therapy and consequently, client outcomes. And some have noted that the variance due to the therapist may be greater than the variance due to specific techniques (e.g., Wampold (2001) 'The Great Psychotherapy Debate'). Moreover, since the natural developmental course of therapists is an evolution over time, therapists never really 'arrive' at an approach that is 'static' but rather shift their beliefs/approach over time as they gain experience, acquire new knowledge, interact with different mentors & supervisors, and have varied life experiences (life events, experience therapy themselves, etc.).

Thus, it is very important to become aware of your beliefs, values, and preferences re psychotherapy. Even though you may have quite limited experience with therapy at present, you nonetheless will already have beliefs about what should occur, a preferred model(s)/practices, a model of how change occurs, the role of the therapist and client, etc. You may also have certain biases, values, or other personal qualities that may help or hinder therapy. Since these may often be implicit a major goal of this exercise is make you reflect on these and increase awareness of them.

To help stimulate your thinking, you will be completing a survey and reading some articles:

(1) Survey of Attitudes and Values Related to Counseling & Psychotherapy

This survey will help you begin to reflect on the implicit and explicit beliefs you have about therapy. The survey is meant to stimulate your thinking for the more formal "self-reflection" paper that you will submit as part of this course (note: you will also hand in the completed survey along with the paper). The paper/survey will be kept confidential and returned to you .

(2) Several pertinent readings on how therapists change: These will be found on course moodle page.

Orlinsky, D.E. & Ronnestad, M.H. (2005). Theoretical Integration: Cycles of Work & Development. In Orlinsky & Ronnestad (Eds.), *How Psychotherapists Develop: A study of Therapeutic Work and Professional Growth* (pp 161-180). Washington: APA.

Bohart, A.C. (2001). The Evolution of an Integrative Experiential Therapist. In M. R.

Jennings, L. & Skovholt, T.M. (1999). The cognitive, emotional, and relational characteristics of master therapists. *Journal of Counseling Psychology*, 46(1), 3-11.

Mahoney, M.J. (2003). Being Human and a Therapist. In M.J. Mahoney, *Constructive Psychotherapy* (pp. 193-210). New York: Guilford.

For the Self-Reflection Paper, consider the readings and your responses to the survey, reflections about lectures and how they impacted you and then address the following questions in your paper.

You can use these questions as headings in our paper.

- Describe your current model or preferred approach to therapy (also consider your thoughts about how people change, your role, the clients role, core processes in therapy)
- What do you think has influenced this preference or way of thinking; What areas of experience or experiences do you need to seek out to expand or develop this model further
- What did you learn about yourself by completing the Survey of Attitudes & Values Related to Counseling & Psychotherapy; reflect on what stood out.

Current Self-assessment

- What are your current strengths and weaknesses as a potential therapist?
- Given the importance of the person of the therapist, how do you think you could best prepare (or continue to prepare) yourself to be a counselor in the future?
- What kinds of clients do you think you would be attracted to working with or not want to work with and why? i.e. think of you biases.

Reflection paper should be double-spaced and maximum 15 pages (references if you use any and writing should use APA style, for example meaning 12 pt font).

Final Examination- 25%

The final exam will be composed of unseen multiple choice questions, as well as choice of 2 out of 4 short essay questions. One additional required question you will have some time to partially prepare for ahead of the exam but will answer during the exam. This formal question and material related to it will be posted on the Moodle site the last week of classes so you will have time to prepare. **The multiple choice on the final exam will cover only the material since the midterm- ie. Lectures 7- 12.** Therefore it will not be cumulative.

Participation- 20%

This will be evaluated based on both your attendance which will be taken weekly, as well as on the degree to which you engage in discussion with each other, question, and complete your assignments.

Assessment	Date of Evaluation (if known)	Weighting
Midterm	February 14th, 2017	25%
Reflection Assignment	April 7th, 2017	30%
Final Exam	UK TBA	25%
Participation	UK	20%
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Total		100%

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)

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

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.

Add/Drop Deadlines

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

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

Information on Plagiarism Detection

Cheating and Plagiarism are not tolerated: Except for group activities, 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 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: www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

Electronic Device Policy

Please do not text, email or receive text and emails in class. Computers are allowed but you are expected to not be using such computers to record and engage in class material not to 'surf the net' or 'play video games in class'

Attendance Policy

You are expected to be at every lecture unless you inform the instructor of your reason for not attending (sickness, funeral, etc) . If you do not inform the instructor of your reason for absence it may effect your attendance grade.

When you try to contact the instructor please use the MESSAGE '4061 student' in your message

line. I can not be expected to remember your emails and it is easy for emails to be lost if you do not identify them with 4061 in the message line.

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 skill](#)

Test Banks:

"The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat."

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 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 Statement

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 HH/PSYC 4061 3.0M 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](#)

Course Schedule:

Lecture and DATE	LECTURE TOPIC	READINGS which will be available on MOODLE Plus WHAT's DUE and when
Lecture 1, January 10, 2017	Intro to the professional practice of counseling and psychotherapy Professionalism and ethics- Also you learn about a framework for comparing and understanding different models of therapy,	Audio enhanced Lecture PP and CPA Ethical guideline provided on Moodle. Class lecture.
Lecture 2, January 17, 2017	Dynamic Approaches	Audio enhanced Lecture PP and 3 short articles Auld, Hyman, & Rudzinski (2000) Chapters 1 “Introduction” (16 pages) and 3 “ Basic Principles of Psychoanalytic therapy” (9 pages) plus one by Stan Messer (2014) The psychoanalytic therapies” (10 pages) all links provided on Moodle. Class lecture and video.
Lecture 3, January 24 th , 2017	Cognitive Behavioral Approaches	Audio enhanced Lecture PP and 2 Readings- BT-Antony, M. M. & Roemer, L. (2005) . Behaviour therapy. In A.S.Gurman & S. B. Messer (Eds) <i>In Essential Psychotherapies: Theory and practice</i> (pp. 182-223).

		Beck & Weishar (2014). Cognitive therapy. In Wedding & Corsini (Eds.) Current Psychotherapies (pp 231-261), Class lecture and video.
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Lecture 4, January 31 st , 2017	Humanistic Experiential Approaches (HEPs)	Audio enhanced Lecture PP plus one chapter by me and colleagues on HEPs (Pos, Greenberg, & Elliott, 2007) Class lecture and video.
Lecture 5, February 7 th , 2017	Post Modern and Systems Approaches	Audio enhanced Lecture PP and 2 Readings Hedges F. (2005). An introduction to systemic therapy with individuals, Chapter 2, pp. 8-26. Yalom, I (2005). Chapters 1-3. <i>The theory and practice of group psychotherapy</i> (5 th edition). Class lecture and video.
Lecture 6, February 14 th , 2017	MID TERM TEST	Multiple choice and short questions in class time but perhaps in a larger class- TBA
February 21 st	READING WEEK	
Lecture 7, February 28 th , 2017	The Dodo Bird Effect, Psychotherapy Integration, and the Idea of Common Factors	Audio enhanced Lecture PP and 2 Readings Rosenzweig, S.(2002/1936). Some Implicit Common Factors in Diverse Methods of Psychotherapy. Westen, D., Novotny, C, M., & Thomson-Brenner, H. (2004). The empirical status of empirically supported psychotherapies: Assumptions, findings and reporting of controlled clinical trials. Class lecture.
Lecture 8, March 7 th , 2017	The Alliance and alliance ruptures	Audio enhanced Lecture PP and 2 Readings Bordin, E. (1979) The generalizability of the psychoanalytic concept of the working alliance. Ruiz-Cordell, K.D. & Safran, J.D. (2007). Alliance ruptures: Theory, research and practice. Class lecture and video.

Lecture 9, March 14 th , 2017	Empathy and other relationship conditions	<p>Audio enhanced Lecture PP and 3 Readings</p> <p>Rogers (1957) The necessary and sufficient conditions.</p> <p>Rogers, C. R. (1975). Empathic: An unappreciated way of being.</p> <p>Rice, L. N. (1974). The evocative function of the therapist. Class lecture and video.</p>
Lecture 10, March 21 st , 2017	Experiencing, Emotion Processing and Regulation	<p>Audio enhanced Lecture PP and 3 Readings</p> <p>Klein, M. H., Mathieu-Coughlan, P., & Kiesler, D. J. (1986). The experiencing scales. In W. M. Pinsof, & L. S. Greenberg (Eds.), <i>Guilford clinical psychology and psychotherapy series</i> (pp. 21-71). New York, NY, US: Guilford Press.</p> <p>McMain, S. F., Pos, A. E. & Iwakabe, S. (2010). Facilitating Emotion Regulation: General Principles for Psychotherapy. <i>Psychotherapy Bulletin</i>, 45(3), 16-21.</p> <p>Stern, D. N. (1993). The role of feelings for an interpersonal self. In U. Neiser (Ed.) <i>The perceived self</i> (pp 205-215). Cambridge: Cambridge University Press.</p> <p>Plus one handout posted re emotion regulation windows</p> <p>Class lecture and video.</p>

Lecture 11, March 28 th , 2017	Client and Therapist Factors	Audio enhanced Lecture PP and 2 Readings Tallman, K. & Bohart, A.C. (1999). The client as a common factor: Clients as self-healers. In M.A. Hubble, B.L. Duncan, and S.D. Miller (Eds.), <i>The Heart and Soul of Change: What works in therapy</i> (pp.91-132). Washington: American Psychological Association. Jennings, L. & Skovholt, T. M. (1999). The cognitive, emotional and relational characteristics of master therapists. <i>Journal of Counseling Psychology</i> , 46(1), 3-11. Class lecture and group exercise.
Lecture 12, April 4 th , 2017	Culture and Case Formulation	Audio enhanced Lecture PP and 2 Readings Eells, T.D. (2010). History and Current Status of psychotherapy case formulation. Chapter 1 From Eell's <i>Handbook of Psychotherapy Case Formulation</i> . Brown, L. (2009). Cultural competence: A new way of thinking about integration in therapy. Class lecture and group exercise.
Friday APRIL 7 th , 2017 on Moodle by midnight	Reflection Paper DUE	
DURING EXAM WEEK April 7 th -24 th	FINAL EXAM	Location and exact date and time to be announced