

**Faculty of Health**  
**Department of Psychology**  
**HH/PSYC 4060 Section H: COUNSELLING PSYCHOLOGY**  
**Tuesday 8:30 – 11:30 a.m. York R S 128**  
**Fall/Winter 2018-2019**

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**Instructor Information**

Instructor: Shari Geller

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**Note: Please put course number in the subject line of the email. Please email only when an issue cannot be addressed during class or office hours.**

**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**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website:** <https://moodle.yorku.ca/moodle/course/view.php?id=146134>

**Course Description**

The purpose of the course is to provide an introduction to different approaches to psychotherapy and counselling and to allow students to begin to formulate their personal view on counselling.

**Program Learning Outcomes**

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

1. Demonstrate in-depth knowledge in counselling psychology.
2. Critically evaluate, synthesize and resolve conflicting results in counselling psychology.
3. Articulate trends in counselling psychology.
4. Locate research articles and show critical thinking about research findings in counselling psychology.
5. Express knowledge of counselling psychology 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

The classes will be in the form of a seminar. The first half of the course will include lectures, class discussion, videos and experiential exercises to help stimulate learning of therapeutic approaches. The second half of the course will involve student presentations on various topics recommended by the course director and chosen by the student.

## Required Text

1. Corsini, R. J., & Wedding, D. (Eds.) (2013). *Current Psychotherapies* (10th edition). Itasca, Ill. :Peacock Publishers.
2. Geller, S. M. (2017). *A Practical Guide to Cultivating Therapeutic Presence*. Washington: APA.
3. Additional Readings: To be assigned in class

## Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Core Therapists Value Proposal	September 25, 2018	
Core Therapist Value Paper	November 6, 2018	20%
Take Home Exam	December 4, 2018	20%
Seminar Presentation	Second Term Dates TBA	25%
Final Paper	April 2, 2019	20%
Class Participation	Ongoing	15%
<b>Total</b>		<b>100%</b>

## Description of Assignments

### 1. Core Therapist's Quality Paper and Brief Presentation/Discussion (20%)

This paper requires you to choose an aspect of therapeutic presence (paper provided) from the model in the introduction chapter of the book and chapters 4-6 and to write a brief paper about that (as well as be prepared to discuss in class). Core values or qualities of presence could include compassion, grounding, centering, deep listening, acceptance, intention, self-development of the therapist, authenticity, or others you can propose to me. I would ask you submit a brief proposal (a paragraph or two) on what you think would be a good core value or quality a therapist should have in therapy, and why. The paper submitted at the end of this project would be 3-4 double spaced pages and would require your personal reflection combined with a literature review (journal articles or chapters), which would include at least 5 references. Some reflection (personal and journal reflection) of cultivating this core value or aspect of therapeutic presence is essential for a good reflective and critical paper, combined as well with a literature base to support the value of this therapeutic quality.

## **PROPOSAL:**

Questions briefly required to answer in proposal include:

- 1) What is the quality that you wish to develop for this project?
- 2) What is importance of this quality to being a good counselor?
- 3) What practice are you going to engage in to support the cultivation of this quality?
- 4) What supports will you put in place to ensure success in your practice?

## **PAPER:**

Questions considered in this project and paper include:

- 1) The quality you are writing about, including an operational definition of this therapeutic value.
- 2) Why this therapeutic quality is essential for a good counseling process. Support from the literature is essential here.
- 3) Ways to cultivate this quality, both in therapy sessions and in the life of the therapist (perhaps including an exercise when presenting in class).
- 4) What you learned from this reflection paper about values that are important for therapists.

Mark is based on both the paper (15%) and the depth of reflection as indicated in both the paper and class discussion (5%).

## **2. Take Home Exam (20%)**

This exam will consist of 2-4 essay style questions. Answers will be expected to be 3-4 pages long (typed-double spaced). You will have 2 weeks to complete the exam. Questions will be handed out on November 20, 2018 and the exam is due during class time on December 4, 2018. Late exams will NOT be accepted except in circumstances involving a medical illness, family death, or personal crisis. A doctor's note or some other form of official documentation will be required in these cases.

## **3. Seminar Presentation (25%)**

Each student is expected to make a presentation to the rest of the class in the second term. Your presentation will be done in a group of 2-3 people (max 3 people) and will be conducted in class for the duration of the class time. The presentation can include lecture, audiovisual material, exercises, and guided group discussion. A list of topics will be provided along with corresponding presentation dates. Topics and presentation dates will be established late in the first term. You will need to have your topic and proposed readings approved by the course director. You will be expected to research your area of interest and present the material in a clear and organized manner. Each member will be graded individually.

Students may be expected to provide a brief suggested reading list and a copy of one of the suggested readings two weeks prior to the presentation, and to submit an outline and brief summary

of the presentation on their scheduled presentation dates. More specific guidelines regarding the expectations for the presentation will be discussed in class.

#### **4. Final Paper (20%)**

The term paper may be an elaboration of the same topic as the seminar presentation, or students can choose a different topic (with approval of the Course Director). The paper should include a critical analysis and review of the research literature relevant to the topic and be written in accordance with the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition, 2009*. Papers should be approximately 10-12 double spaced pages (2500-3000 words).

#### **5. Participation (15%)**

Class participation will be evaluated based on consistent seminar attendance and by active and informed participation and reflection in class discussions. It will be helpful to prepare for each meeting by completing the assigned readings prior to each class.

#### **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 – [Grading Scheme for 2018-2019](#))

#### **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 [here](#)) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

**You are required to provide documentation for missed deadlines within 48 hours of due date.**

Papers that are late will be deducted 20% per day. Exceptions are made for illness, family death or exceptional circumstances. However, a medical note or official documentation will be required in these cases.

#### **Important New Information Regarding Missed Tests**

For any missed tests or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. [HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

## Add/Drop Deadlines

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

<b>Important dates</b>	<b>Fall (F)</b>	<b>Year (Y)</b>	<b>Winter (W)</b>
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept. 18	Sept. 18	Jan. 16
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 2	Oct. 23	Jan. 30
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 9	Feb. 8	March 8
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Nov. 10 - Dec. 4	Feb. 9 – Apr. 3	March 9 - Apr. 3

**\*Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

## Information on Plagiarism Detection

Turnitin will be used for all paper submissions.

## Electronic Device Policy

No electronic devices or cell phones are allowed to be used during class time. This is a mindful and respectful way of both practicing being present, and honouring students learning and teacher's focus.

## Attendance Policy

The class is highly experiential in design so attendance and participation are required to optimize your learning. Attendance will be taken and along with your engagement included as part of your participation mark.

## Academic Integrity for Students

York university takes academic integrity very seriously, please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and Academic Honesty Quiz.

## 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 4060 6.0 H 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](#)

## TENTATIVE COURSE OUTLINE 2018

EXPECTED DATE	LECTURE TOPIC & ASSOCIATED CHAPTER
September 11	Intro to Course
September 18	Intro to Counselling; Importance of Self-Development (CP: Chapter 1; TP: Intro and Chapter 1)
September 25	Therapeutic Presence (TP); Foundation for Therapy (AR: Geller and Greenberg, 2002 paper; TP chapters 4-6 and 10)
	<b>Proposal due for Core Therapist's Quality Paper</b>
October 2	Guest Lecturer: Building the Therapeutic Relationship: Empathy/Validation
	<b>Development of Core Therapist's Quality Begins (4 weeks)</b>
October 9	<b>No Class: Fall Reading Week</b>
October 16	Creating Safety: Emotionally and Neuro-physiologically (AR: Geller & Porges, 2014 paper; TP: Chapter 3 and 9)
October 23	Psychodynamic Therapy (CP: Chapter # 2 and 3)
October 30	Cognitive-Behavioral Therapy (CP: Chapter # 6 and 7)
November 6	Rational Emotive Therapy (CP: Chapter # 5)
	<b>Core Therapist's Quality Paper Due Today</b>
November 13	Person-Centered Therapy (CP: Chapter # 4)
November 20	Gestalt Therapies (CP: Chapter # 9)
	<b>Take Home Exam Handed Out</b>
November 27	Emotion Focused Therapy (EFT)  (Additional Readings EFT: A clinical synthesis <a href="http://focus.psychiatryonline.org/article.aspx?articleid=53063">http://focus.psychiatryonline.org/article.aspx?articleid=53063</a> )
December 4	Neuroplasticity: Psychotherapy and the Brain (TP: Chapter 3)
	<b>Take Home Exam Due</b>

## TENTATIVE SECOND TERM COURSE OUTLINE 2019

EXPECTED DATE	LECTURE TOPIC & ASSOCIATED CHAPTER
January 8	Mindfulness (TP: Chapter 8)
January 15	Guest Lecturer: Strengthening Clinical Skills
January 22	Family Counselling (CP: Chapter # 11)
January 29	Student Presentation or TBA
February 5	Student Presentation or TBA
February 12	Student Presentation or TBA
February 19	READING WEEK
February 26	Guest Lecturer: Strengthening Clinical Skills
March 5	Student Presentation
March 12	Student Presentation
March 19	Student Presentation
March 26	Student Presentation
April 2	Endings; <b>Final Paper Due</b>

CP = Current Psychotherapies; (Corsini and Wedding, 2013)

TP: Therapeutic Presence: A Practical Guide to Therapeutic Presence (Geller, 2017)

AR = Assigned Reading