

**Faculty of Health
Department of Psychology
HH/PSYC 4060E 6.0
Counselling Psychology
FALL 2018 & WINTER 2019**

INSTRUCTOR INFORMATION

Instructor: Dr. Jennifer Hilborn

Office: 274 Behavioural Sciences Building (BSB)

Office Hour: By appointment

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PREREQUISITES:

AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C;
AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00,
AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 4061 3.00 or
AK/HH/PSYC 4210 3.00. Course credit exclusions: AK/AS/HH/SC/PSYC 4060 6.00, AK/PSYC 4240
3.00 (prior to Summer 2002).

COURSE DESCRIPTION

This course will provide students with an introduction to the theory, skills and techniques that serve as the foundation of counselling and psychotherapy. Classes will be comprised of lectures, group discussions, role-playing, demonstration videos, and reflection exercises to help stimulate learning of therapy skills. The majority of the class will be class discussion, experiential exercises and practicing skills in small groups. Students will have the opportunity to experience therapeutic encounters through role-play. A large portion of student evaluation is placed on active and engaged participation. While self-disclosure is not a requirement of the course, some students and the instructor may reveal personal information during class discussions or role-plays. Throughout the class it is required that students treat each other respectfully, with care, and maintain confidentiality outside of class with regard to any personal material discussed in class. Violations of these expectations will not be tolerated.

LEARNING OUTCOMES

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

1. Demonstrate in-depth knowledge in skills and techniques in counselling and psychotherapy.
2. Critically evaluate, synthesize and resolve conflicting results in skills and techniques in counselling and psychotherapy.
3. Articulate trends in skills and techniques in counselling and psychotherapy.
4. Locate research articles and show critical thinking about research findings.
5. Express psychological knowledge in written form in more than 1 sub-discipline.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.
8. Demonstrate attention to and awareness of self in utilizing skills and working with others.

REQUIRED TEXT:

Hill, C.E. (2014). *Helping Skills: Facilitating Exploration, Insight, and Action* (4th Edition). Washington, DC: American Psychological Association.

COURSE REQUIREMENTS AND ASSESSMENT

Assessment	Weighting	Date of Evaluation
Reflection Paper #1	20%	November 28, 2019
Class Presentations	20%	February-March, 2019
Reflection Paper #2	20%	April 3, 2019
Test	15%	February 13, 2019
Participation	15% (Fall Term) 10% (Winter Term)	September- December, 2018 January- April, 2019

DESCRIPTION OF ASSIGNMENTS**Reflection Paper #1**

Students will be asked to hold a practice therapy session with another class member. This session should be audio taped (with the student's consent). The session should demonstrate the use of the skills we have discussed in class up to this point and skills you consider important for effective therapy. Following the session you will be asked to reflect on a series of questions about the session and yourself in the role of therapist. Students will be assessed on the quality, depth and thoughtfulness of their reflections. **The paper must be submitted in paper format at the beginning of class on November 28, 2018.**

Class Presentations

In groups of 2, students will present on specific psychotherapy techniques. The presentation should be 30 minutes in length. Groups will present briefly on the theoretical model the technique is drawn from, evidence and rationale supporting the technique, steps for implementing the technique in psychotherapy sessions, and then demonstrate or facilitate class practice of the technique. Presentations should be prepared in PowerPoint (or equivalent) format. **Groups must provide handouts of the presentation slides for the class. Groups must also select a reading for the class.**

Final Reflection Paper

Students will be asked a series of questions requiring reflection and integration of different concepts of the course and to reflect on themselves as helpers. The questions for the paper will be provided two weeks before the paper is due. Students will be assessed on the quality, depth and thoughtfulness of their reflections. Reflection papers should be a maximum of 6 pages and follow APA formatting. **Reflection papers must be submitted in person at the beginning of class on April 3, 2019.**

Participation

Student participation will be assessed throughout the course and two separate grades will be given for participation (see course requirement and assessment). Students will be evaluated on active involvement in class discussion and experiential exercises, interaction with other students (attention to respect for peers, confidentiality where appropriate), depth and quality of contributions, and preparedness for the lectures/presentations.

GRADING

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.). Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles. (For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes>)

LATE WORK/MISSED EXAMS

Students with a documented reason for missing a course exam, 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. Students must contact the Course Instructor within 48 hours of the missed deadline/exam. Assignments received later than the due date will be penalized (5% per day that assignment is late). There will only be one opportunity to write the make-up exam. The content covered on the exam will be the same as the original exam, but will not necessarily follow the same format or include the same questions. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

ATTENDANCE POLICY

Attendance in this course is mandatory. Absences will result in a deduction of participation marks, unless supporting documentation for absence is provided.

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](#)

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 ACCOMODATION 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. 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 4062 3.0A 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](#)

FALL COURSE SCHEDULE

Date	Discussion Topic	Readings
Week 1: September 5	Introduction to class members/ psychotherapy /course overview	Chapters 1 & 2
Week 2: September 12	Therapeutic alliance	Safran & Muran Ch 2
Week 3: September 19	Skills for attending, listening, and observing	Chapters 6 & 7
Week 4: September 26	Skills for attending, listening, and observing (continued)	Chapters 6 & 7
Week 5: October 3	Skills for exploring feelings	Chapter 9 &10
Week 6: October 17	Skills for challenging clients and fostering awareness	Chapters 11 & 12
Week 7: October 24	Skills for facilitating insight Skills for dealing with immediacy	Chapters 13,14 & 15
Week 8: October 31	REFLECTION PAPER EXERCISE NO CLASS	
Week 9: November 7	Skills Review/carry over	
Week 10: November 14	Skills Review/carry over	
Week 11: November 21	Ethical issues, self awareness, cultural awareness	Chapters 3, 4, 5
Week 12: November 28	Summary and Wrap-Up	Chapter 19

WINTER COURSE SCHEDULE

Date	Discussion Topic	Readings
Week 1: January 9	Therapies Emphasizing the Person: Client-Centred Therapy/Existential	Rogers (2007/1957)
Week 2: January 16	Therapies Emphasizing Developmental History: Psychoanalytic Therapy	McWilliams (2004)

Week 3: January 23	Therapies Emphasizing Behaviours and Thoughts: Behavioural Therapy / Cognitive Therapy/ Third Wave Therapies	TBD
Week 4: January 30	Therapies Emphasizing Emotion: Gestalt Therapy / Emotion-Focused Therapy	Greenberg (2006)
Week 5: February 6	Psychotherapy Integration: The Search for Common Factors	Castonguay et al. (2015) Safran & Muran (2000)
Week 6: February 13	Test	
Week 7: February 27	Specific interventions: Group presentations (5)	TBD by groups
Week 8: March 6	Specific interventions: Group presentations (5)	TBD by groups
Week 9: March 13	Specific interventions: Group presentations (5)	TBD by groups
Week 10: March 20	Review & Skills	
Week 11: March 27	Review & Skills	
Week 12: April 3	Summary & Wrap up	

Supplementary Readings

Safran, J. D., & Muran, J. C. (2000). Fundamental Assumptions and Principles. In J. D. Safran. & J. C. Muran (Eds), *Negotiating the therapeutic alliance*. (pp. 30-71). New York, NY: Guilford.

Rogers, C. (2007/1957). The necessary and sufficient conditions of therapeutic personality change. *Psychotherapy: Theory, Research, Practice, Training*, 44, 3, 240–248.

McWilliams, N. (2004). What defines a psychoanalytic therapy? In McWilliams, N., *Psychoanalytic Psychotherapy*, (1-45). The Guilford Press.

Greenberg, L. (2006). Emotion-focused therapy: A Synopsis. *Journal of Contemporary Psychotherapy*, 36, 87-93.

CPA Code of Ethics: http://www.cpa.ca/docs/File/Ethics/cpa_code_2000_eng_jp_jan2014.pdf

*Additional readings TBD