

Faculty of Health
Department of Psychology
PSYC 4062 3.0 M: SKILLS AND TECHNIQUES IN COUNSELLING AND PSYCHOTHERAPY
Monday/11:30-2:30/VH 2005
Winter/2019

Instructor and T.A. Information

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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)
- HH/PSYC 4061 3.00 (Theoretical Approaches to Counselling and Psychotherapy)
- 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: [Moodle](#)

Course Description

This course introduces the process of counselling and it offers students an opportunity to examine and explore concepts as well as to gain an understanding of the fundamental skills involved in becoming a member of the helping professions. Basic client-centred skills and interventions will be introduced and practiced, including but not limited to the following: creating an environment of safety and trust, developing the therapeutic relationship, empathic listening and reflecting. Other skills that will be taught in this course include: assessment techniques; goal setting and treatment planning, working with emotions, cognitions and behaviours, exploring experiential meanings and narratives, and incorporating “homework”. Cultural and ethical considerations will be applied throughout the course.

Program 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.

Specific Learning Objectives

By the end of this course, students will:

- have developed some self-awareness in relation to becoming a member of a helping profession.
- be familiar with the different facets of the therapeutic relationship, ethics and multi-cultural issues in psychotherapy and counselling.
- have learned and practiced basic attending and listening skills.
- have learned and practiced some reflection skills.
- have gained experiential knowledge of a variety of interventions and how counselling and psychotherapy concepts (such as transference) are applied to real world practice.

Required Texts

1. Counseling and Therapy Skills (4th ed.). Martin, D.G. Published in 2016 by Waveland Press, 2016.
2. Becoming a Helper (7th ed.). M. S. Corey & G. Corey. Published in 2016 by Cengage. ISBN: 978-1-305-08509-1. 1-4786-2875-8.
3. Additional readings will be assigned throughout the term (see “Reading” in Course Schedule).

Additional Recommended Texts:

Theory and Practice of Counseling and Psychotherapy (9th ed.). Gerald Corey. Published in 2013 by Brooks/Cole Cengage. ISBN: 13-978-0-8400-2854-9.

Essentials of Intentional Interviewing. Authors: Ivey, Ivey & Zalaquett. Published by Wadsworth, 2012.

Helping Skills: Facilitating Exploration, Insight and Action (3rd ed.). Author: Clara E. Hill. Published by American Psychological Association, 2009.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Class Participation	End of Term	15%
Reflection Paper	2 weeks after due date	15%
First Term Test	1 week after test	30%
Second Term Test	1 week after test	20%
Audio Transcript Analysis	2 weeks after due date	20%
Total		100%

Description of Assignments

Class Participation (15%):

Attendance and the student's demonstration of having done the readings is a basic requirement for this element. In addition, **active participation** is required in all of the following areas: classroom discussion; role play and other in-class exercises; and completion of in-class quizzes and hand-outs. Students will be evaluated on the quality of their classroom contributions.

During the first class, students will be divided into two groups. After that, one group will be assigned to participate in the skills building exercises during the last hour of each of the remaining classes. (See lecture schedule below.) Note that this final hour of class is especially important for learning and practicing skills.

The disclosure of personal information is not a requirement for this course. However, it may happen that someone will disclose information of a personal nature during a discussion or role play. Alternatively, students may differ in perspectives on issues under discussion. In any case, the maintenance of confidentiality of private information, and the demonstration of respect, is always required. Violations of these social principles will not be tolerated.

Summary/Reflection Paper 15%

This paper will be a reflection of Chapter 3 ("Knowing and Managing Your Values") from the Corey & Corey text. You will prepare a paper of four to five pages in length, plus reference page, and with proper **APA-style** citations! The first page (or two) will be a summary of the authors' main or essential points, taken from pages 74-76 under the general heading "Avoiding Imposing Values." Then, after scanning the rest of the chapter, choose a conflict to discuss. The rest will be your critical examination of a specific value conflict and how a therapist might work towards the resolution of the conflict with a client. You will need to draw upon (and properly cite) the explanations provided by Corey & Corey, but I will also be marking your discussion on the quality of your creative thought. Ensure that your paper is written in a scholarly manner and well organized, including good introductory and concluding paragraphs. This assignment is **due to be uploaded to Moodle as stated on the Turnitin assignment page**. If handed in after the date and time stated on the Moodle page, a late penalty will be imposed.

Term Test # 1 (30%)

See lecture schedule (below) for date of the test. This test will be based on the assigned weekly readings from your two text books as well as all lecture material, which may include information from other readings. It will not be based upon any part of the alternate readings that have not been discussed in class.

Term Test #2 (20%)

This test will take place on the last day of classes and will include all lecture material from after the previous test (i.e., the tests are **not** cumulative) as well as specific text chapters (see the lecture schedule below).

Both tests will include short answer as well as multiple-choice questions.

Audio Transcript Analysis (20%)

Students will audio-record a 5-10 minute “counselling” interview with a classmate. The “therapist” will engage in at least 15 interventions with the “client” and these will include the skills that have been learned in this class. After recording his or her tape, each student will transcribe it, ensuring that this transcription is a **verbatim** account of the interview. Transcribed interviews will be rated according to the Ivey Taxonomy from the *Essentials of Intentional Interviewing* textbook. More information will be given out prior to the last class. Ensure that you do not use a font size smaller than 12. The penalty for late assignments is 2 points per day late.

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 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2018-19](#))

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 -submitted within 48 hours - which can be found at: <http://myacademicrecord.students.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.

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: [Fall/Winter 2018-19 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 18	Sept. 18	Jan. 16
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 2	Oct. 23	Jan. 30
Drop deadline: 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 grade of "W" on 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 Service: Students will hand in all written assignments to Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. Students will be able to access Turnitin **through the Moodle** application for this course.

Electronic Device Policy

Electronic devices are to be turned off (or set to silent mode) and put away during class time, with the exception of those devices that are being used to take notes (e.g., laptops) or at specified times, for the purpose of completing in-class course-related assignments (e.g., group work).

Attendance Policy

This class involves a good deal of experiential learning. Attendance, participation and active engagement in classroom discussion and in-class exercises is directly related to a high level of experiential learning.

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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

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 PSYC4062 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 Schedule – Expect that changes will be made to the information provided below, particularly during the first weeks of classes. Changes will be announced in class and/or on the Moodle course.

DATE	TOPIC	READINGS DUE	SKILLS PRACTICE
January 7	Introduction to Course Beginning to answer questions such as: what is therapy, counselling? What is empathy?	Martin: Chapter 1 Corey & Corey: Chapter 1	
January 14	Effective Listening Reflection Paper Due	Martin: Chapter 2 Additional Reading: C. Hill (2004) <i>Attending and Listening</i>	Basic Attending (Group 1)
January 21	Reflecting	Martin: Chapter 3	Basic Attending (Group 2)
January 28	Therapeutic Relationship	Martin: Chapter 6 Corey & Corey: Chapter 6	Reflecting (Group 1)
February 4	Mid Term Test	<i>All lecture material to date and all of the chapters from your Required Readings.</i>	
February 11	Diversity and multi-cultural considerations	Corey & Corey: Chapter 4 Martin: Chapter 12	Reflecting (Group 2)
February 18	Reading Week		
February 25	Evocative Empathic Therapy basics	Martin Text: Chapter 5	Evocative Reflecting (Group 1)
March 4	Assessment and Goal Setting	Martin Text: Chapter 11	Evocative Reflecting (Group 2)

March 11	Cognitive and Behaviour Strategies and Techniques (CBT-I) Transcript Analyses Due	Corey: Chapter 9 Corey & Corey: Chapter 7	CBT (Group 1)
March 18	Cognitive and Behaviour Strategies and Techniques CBT-II	Corey: Chapter 10	CBT (Group 2)
March 25	Emotion Focused Therapy	<i>Emotion-focused Therapy: The Transforming Power of Affect</i> AE Pos, LS Greenberg (2007) http://link.springer.com/content/pdf/10.1007%2Fs10879-006-9031-z.pdf	TBA (Groups 1 & 2)
April 1	Final Term Test	<i>Lecture material and Martin chapters 5, 11, 12.</i>	