

Faculty of Health, Department of Psychology
PSYC 4062 3.0 Section N:
SKILLS AND TECHNIQUES IN COUNSELLING AND PSYCHOTHERAPY
Thur 8:30-11:30, VH 1158, Winter, 2019

Instructor

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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 Description

This course examines skills that are common to many modern psychotherapists. The emphasis will be on the common factors underlying different approaches to counseling. Moreover, we will be debating and discussing many intriguing issues related to the question of how therapy works, and will focus on current debates/issues of particular importance to the practice of psychotherapy. This course will be interactive. It is constructed to facilitate your learning and to allow you to get the most out of the course. There will be various and regular exercises built in to the framework of the course to allow you to work with the material and with your peers in an active way. Some of the modes used for learning in this course will include in-class exercises, didactic instruction, small group work, video and audiotape, and role-plays. Theoretical papers and empirical studies evaluating various therapeutic techniques and clinical skills are considered.

A note about role play. For the purposes of the role plays on listening, you will be asked to come in with a 'small' personal issue to discuss when you are playing the 'client'. And we definitely do not want you to bring in a major issue since that would generate anxiety and inhibit learning on the part of the 'therapist'. This is entirely voluntary and if you are uncomfortable you could make up the material instead. Although it might be a bit awkward at first, we encourage the use of personal material (but 'small' issues) since it brings the encounter alive (for both participants) and in our experience is a more effective learning tool for understanding the process of therapy.

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. 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.

Course Overview & Specific Learning Objectives

Introduction to basic psychotherapy skills and core elements of effective psychotherapy.

- ✓ A 'common factors' approach will be stressed in this course with a focus on empirically supported core elements of effective psychotherapy; this could be contrasted with a 'technical approach' to skill development. While technical expertise is one component of successful practice, this course will place greater emphasis on core and common elements of effective practice.
- ✓ Developing *your own model* will be stressed in this class, including exposure to a diversity of models. In fact, the course will include discussion & illustration of the major models of psychotherapy as well as some more contemporary models. However, the focus will be on exposure to core skills across a variety of approaches to serve as a foundation for developing your psychotherapy style, matching client preferences, and responding flexibly/responsively/tailoring treatment to client needs.
- ✓ Another goal of the class will be to foster the development of critical thinking skills, flexibility, integration, and openness to various approaches. It is hoped that you cultivate a view of yourself as a developing therapist, as one who evolves in their skill development and remains responsive to the various changes and influences on how we practice. This is meant to contrast with a 'static' view of skill development as an end product.

Core competencies.

- ✓ Develop empathic listening skills & skills for fostering, maintaining and repairing ruptures in the therapeutic alliance
- ✓ Foster core counselor attitudes for effective psychotherapy such as respect and positive regard for the client, and honouring and utilizing the expertise clients bring to therapy
- ✓ Conceptualize cases in an integrative fashion
- ✓ Foster hope and self-efficacy in the client from the initial contact forward
- ✓ Elicit and integrate client feedback & measures of therapy process and outcome
- ✓ Cultivate a process of self-awareness of the unique beliefs, values, cultural influences, strengths and weaknesses we bring to therapy and of the impact of this perspective on our practice and ourselves.

Required Text

Duncan, B.L., Miller, S.D., Wampold, B.E., & Hubble, M.A. (2014). *The Heart & Soul of Change: Delivering what works in therapy* (2nd Ed.). Washington: APA

Evaluation

Participation: 25%

Interview Analysis* (DUE in class: Feb 7): 20%

Video Observation Exercise** (DUE in class: Feb 7, 14, 28 & Mar 14): 20% (5% ea)

Self-Reflection Paper* (DUE in class: Mar 28): 35%

*Note that only hard copies are accepted for the Interview Analysis & the Reflection Paper. **Electronic copies will NOT be accepted for these. There will be a 0.5 grade point deduction for every day late.** If you are not in class to turn these in, you can submit it on or before the due date to my mailbox in Room 101, BSB (or to my secretary in room 291 BSB, Sabrina Iantorio).

**Video Observation Exercises should be submitted in class. These are accepted by email ONLY IF you are not in class & the same late penalty applies.

Interview Analysis. Conduct and tape an interview with someone for 15-20 minutes in which you do your best to listen. Have the interviewee discuss some personal problem or issue that is of concern to them, but is NOT A MAJOR CONCERN or a MAJOR ISSUE (one that would be overwhelmingly for a novice therapist to manage). Describe to the person that the goal of the exercise is for you to practice listening skills. *Record and then transcribe the interview* (delete the interview after you have transcribed it). Pick 10 of your responses (at different points in the interview; not back to back) and then (1) analyze the response using the criteria for reflective listening described in class and (2) come up with at least 2 alternative responses that would be considered good reflective listening (see template later in syllabus for an illustration). The paper should be a minimum of 4 pages and no more than 6 pages (*single spaced* – using the template)

Video Observation Exercise. One page only (use template later in syllabus). You will be viewing exemplars of the therapy approaches under discussion. These will be available on Google Drive & you will review them *before the class* in which the approach is being discussed (in this way you can discuss and process your observations in class).

For each of the four videos Client-Centered, Psychodynamic, CBT, and EFT, you will be reviewing them with an eye to identifying model-specific therapist behaviors & making process observations. Use the 1-page template later in the syllabus to make your observations about the following:

Familiarity with Specific Approaches. One of the main functions of watching these videos is to acquire a familiarity with the major stance/tasks of the treatment under consideration. Here:

1. How do you know that this video is consistent with the approach under consideration? What do you see that tells you that it is CBT, EFT, CC, etc. Identify how that theoretical

“lens” affects the therapists choices/behaviors. (e.g., types of questions asked, types of reflections made, relational stance, disclosures, interventions used, etc.). Briefly jot down a few examples.

2. What is the therapist noticing less or ignoring/excluding because of that lens (that might be important/relevant)? (just to get a sense of how different lens shape our observations & also how many lens are possible)

Process observation. A complementary goal is to enhance your process observation skills.

1. What is the quality of the therapeutic alliance & the client’s engagement? What signals/signs tell you this? Are there any specific markers of problems in the alliance?
2. Identify EITHER (or both) a particular salient/important moment/segment that felt like it moved things forward/was productive? What was the therapist doing that lead to the forward momentum? Or identify a weaker moment in the tape (if there is one). What was the therapist doing/not doing that perpetuated the problem/lack of movement?

Self-Reflection Exercise/Paper: See instructions later in the syllabus. The paper should be 8-10 pages (double spaced). Hand in the completed attitudes to counselling survey together with your paper.

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 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.*

Classroom Etiquette. To make the classroom a respectful, positive learning environment for all, we will all follow a few basic ground rules.

- ✓ Turn off cell phones before you enter the classroom. If you forget and a cell phone goes off in class, turn it off immediately or leave the room. **Do not answer phones in the classroom.**
- ✓ You may use laptops and other electronic devices in class to facilitate learning & participation with the material in class. Extraneous activity such as surfing and browsing, checking email/texts, etc. is strongly discouraged.
- ✓ Limit discussion during class that is not intended for the class as a whole (i.e., whispering, text messaging), as it can be disruptive to neighbors and give the unintended message to speakers or presenters that you are not paying attention.
- ✓ Use respectful language. This also includes honoring others in your feedback and interactions. Healthy, open debate is central and welcome, but keep the message about the arguments and not the speaker.
- ✓ Please be on time and stay until class is finished. If you do arrive late or have to leave early, please enter and leave quietly.
- ✓ If you miss a class, you are responsible for making arrangements to get any notes/materials from a classmate.

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.

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 this 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](#).

Class Schedule (Readings & Videos to Review before each class are in Google Drive Folder)

Jan 3 (Class 1) - Intro, Overview of Syllabus

- ✓ Video Review: Using Deliberate Practice & Video to learn/build skills
- ✓ Hill, C.E. et al., Becoming psychotherapists: Experiences of novice trainees in a beginning graduate class.

Jan 10 (Class 2) Is Psychotherapy Effective & Common Factors

- ✓ Chapter 2, Heart & Soul of Change, The research evidence for common factors models: a historically situated perspective
- ✓ Chapter 3, Heart & Soul of Change, Clients: The neglected common factor
- ✓ Video: Nancy McWilliam’s Talks to New Therapists

Jan 17 (Class 3): Alliance & Empathy

- ✓ Chapter 4, Heart & Soul of Change, The therapeutic relationship
- ✓ Rogers, C. R. Empathic: An unappreciated way of being.

- ✓ Video: A Case for Active Listening: Jason Chare
- ✓ Optional Reading (but excellent for learning to listen) Martin, D.G., Listening to hear & Finding the words

Jan 24 (Class 4) – Alliance Ruptures & Resistance

- ✓ Mahoney, M. The experience of change.
- ✓ Westra, H.A. Rolling with Resistance.
- ✓ Optional Reading: Anderson, T. et al.. A prospective study of therapist facilitative interpersonal skills as a predictor of treatment outcome.

Jan 31 (Class 5) Person of the Therapist

- ✓ Mahoney, M.J.. Being Human and a Therapist. (w appendix on self-care)
- ✓ Norcross, J. The psychotherapist's own psychotherapy.
- ✓ Video: Dr. Bruce Wampold on Effective Therapies & Therapists
- ✓ Optional Reading: The Cognitive, Emotional, and Relational Characteristics of Master Therapists

Feb 7 (Class 6) Major Approaches: Client Centered Therapy/Experiential

- ✓ Rogers, C. The necessary and sufficient conditions of therapeutic personality change.
- ✓ Todd, J. & Bohart, A. Client and Person Centered Therapies.
- ✓ Optional Reading (for AFTER watching Video of Rogers with Gloria) An analysis of how Carl Rogers enacted client-centered conversation with Gloria.
- ✓ Video Review Exercise: Rogers
Watch the video before class (available on Google Drive), Complete the 1-page video observation exercise (the template for this exercise appears later in the syllabus) & bring this to class to hand in

Feb 14 (Class 7): Major Approaches: Psychodynamic Therapies

- ✓ McWilliams, N.. The Psychoanalytic Sensability.
- ✓ Summers & Barber, Pragmatic Psychodynamic Psychotherapy: Conceptual Model & Techniques.
- ✓ Optional Reading: Summers, R.F. & Barber, J.P. Why Dynamic Psychotherapy.
- ✓ Video Review Exercise: Levenson
Watch the video before class (available on Google Drive), Complete the 1-page video observation exercise (the template for this exercise appears later in the syllabus) & bring this to class to hand in

Feb 21 – NO CLASS – READING WEEK

Feb 28 (Class 8): Major Approaches: Cognitive Behavioral Therapy

- ✓ Persons, J. & Tompkins, M.A. *Cognitive-behavioral Case Formulation.*
- ✓ DeRubeis, R.J., Tang, T.Z., & Beck, A.T. *Cognitive Therapy.*
- ✓ Video Review Exercise: Antony

Watch the video before class (available on Google Drive), Complete the 1-page video observation exercise (the template for this exercise appears later in the syllabus) & bring this to class to hand in

Mar 7 (Week 9): Contemporary Approaches: Acceptance/Commitment Therapy (ACT) & Mindfulness; Guest Speaker: Dr. Aliza Weinrib

- ✓ Polk, K. Chapter 1: The Psychological Flexibility Warm-Up.
- ✓ Germer, C.K. Mindfulness: What is it? What Does it Matter?
- ✓ Wilson, K.G. et al., Understanding Acceptance and Commitment Therapy in Context.
- ✓ Optional Reading: Hayes, S.C. et al., Open, Aware, and Active.

March 14 (Class 10): Contemporary Approaches: Emotion Focused Therapy (EFT);

Guest Speaker: Dr. Alberta Pos

- ✓ Pos, A.E. & Greenberg, L.S. Emotion-focused Therapy: The Transforming Power of Affect.
- ✓ Two-Chair Work for Conflict Splits.
- ✓ Optional Reading: Empty Chair Work for Unfinished Business

- ✓ Video Review Exercise: Greenberg
Watch the video before class (available on Google Drive), Complete the 1-page video observation exercise (the template for this exercise appears later in the syllabus) & bring this to class to hand in

March 21 (Class 11): Contemporary Approaches: Motivational Interviewing (MI)

- ✓ Westra, H.A. Core Skills in Motivational Interviewing.
- ✓ Miller, W.R. & Rollnick, S. Facilitating Change (Chp 3) & What is Motivational Interviewing (Chp 4).
- ✓ Optional Video: William Miller discussing MI

Mar 28 Contemporary Issues: Pharmacotherapy & Outcome management

- ✓ Chapter 7, Psychiatric drugs and common factors (Sparks, Duncan, Cohen & Antonuccio)
- ✓ Chapter 8, “Yes it is time for clinicians to routinely monitor treatment outcome” (Lambert)
- ✓ Video: Dr. Scott Miller– Measuring Outcomes & Integrating Feedback
- ✓ Optional Reading: Correcting psychotherapists’ blindsidedness: Formal feedback as a means of overcoming the natural limitations of therapists.

Interview Analysis - Brief Example

Interviewee Statement	Your Response	Analysis	Alternate Responses
<p>I get irritated with my husband around the cleaning. He`ll sit and relax but I`ll go and pick up things around the house. I just need to let go of it though. It`s okay that things are on the floor</p>	<p>T: How would you do that you think?</p>	<p>Asked a question - could have made a reflection to understand her experience further</p>	<p>It bothers you that he is so different from you in that regard</p> <p>Even though it is hard, you are feeling like this is something you need to let go of because that would help with your stress - would that be right.</p> <p>You wish you could be more like him</p>
<p>I have no idea. I just can`t seem to let go of it. It happened just the other night and I started picking up and he said I`ll do it later...but it bugged me</p>	<p>You feel like you could do that... because if you did what would happen</p>	<p>Basic attempt at reflection - could be deeper. Also asked another question. Noticed that the person seemed reluctant to answer.</p> <p>Roll with resistance here or simply reflect further and deeper</p>	<p>It is hard to know how to do that - it seems almost impossible in a way - too much to ask - almost dangerous</p> <p>So even though you try, something gets in the way - there is a sense of I have to pick up or else I just cannot relax. So in a way, picking up is a way of relaxing. Would that be right.</p>
<p>Absolutely nothing. But I can`t sit still when that is happening</p>	<p>So you know you should fix this</p>	<p>Reflection is too far ahead of the person</p>	<p>So even though I know that nothing will happen, something drives me to pick up.</p> <p>That must be frustrating! ... logically you know nothing will happen but emotionally it feels quite different - quite urgent really</p>
<p>My dad has always been a neat freak...</p>	<p>Why would it be important for your dad to have things a certain way</p>	<p>Another question; turn into a reflection; pick up on the link with her dad</p>	<p>So I come by this honestly! I learned this.</p> <p>So there is a connection there with how your dad was - that may be how I came upon this... can you say more...</p>

Template for Video Observation Exercise

Name: _____ Video Watched: _____

Model-Consistent Therapist Behaviors:

Things that are Excluded/Ignored with this lens (that might be important):

Quality of the Alliance. Any specific markers of problems or excellence?

Particularly positive salient segment or moment. Therapist contributions.

Weaker moment or segment. Therapist Contributions.

Self-Reflection Exercise/Paper

“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, The Great Psychotherapy Debate).

This course involves some foundational work on becoming aware of what we bring to our role as therapists and begin (or continue) a process of critical thinking about the impact of those beliefs, values, and abilities on our work as therapists. Questions include what model do you bring to understanding psychotherapy and human nature? How do you see your role as a therapist? What are your values as a therapist and as a person? The answers to these questions can reveal what your biases will be in therapy, how you function in therapy, what types of clients and situations will impact you, the type of therapy model that will be attractive to you, etc.

Moreover, the natural developmental course of therapists is evolution over time (and life long). Therapists never really ‘arrive’ at an approach that is ‘static’ but rather their beliefs/approach shift over time. That is, it is normal in the development of therapists to shift their beliefs about therapy, preferred approaches, ways of practice, as they gain experience, acquire new knowledge, interact with different mentors & supervisors, have varied life experiences (life events, experience therapy themselves, etc.).

Thus, it becomes very important to *become aware of* your beliefs, values, and preferences re psychotherapy. Even though you may have 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. Many of these may be implicit and thus a major goal of this exercise to is make these explicit and increase awareness of these.

To help you with this, you will:

- (1) Complete the “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.
- (2) Read the article by Robert Weigl (2009) titled: “Intercultural competence through cultural self-study: A strategy for adult learners.” It’s important to realize that in any situation such

as working with a person of a different culture or who has a different lifestyle or disability, that the occurrence or experience of the other person being “different” is as much about the clinician as a culturally bounded individual, as it is about the other person/client. **Thus working with others who are different is a dialectical phenomenon that psychologists ought to learn to work with and integrate into their professional work with great tact, understanding and attention to an engaging process.**

Also, to stimulate your thinking, there are several pertinent readings on how therapists change:

- Mahoney, M.J. (2003). Being Human and a Therapist. In M.J. Mahoney, *Constructive Psychotherapy* (pp. 193-210). New York: Guilford. (previously read for class, Person of Therapist)
- Bohart, A.C. (2001). The Evolution of an Integrative Experiential Therapist. In M. R. Goldfried (Ed.), *How Therapists Change: Personal and Professional Reflections* (pp 221-246). Washington: APA.

For the Self-Reflection paper, considering the readings and your responses to the survey, reflect on and respond to the following questions:

- Summarize the essence of the readings (2 pages max)
- 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 (or stretch/alter) this model further
- What did you learn about yourself by completing the Survey of Attitudes & Values Related to Counseling; reflect on what stood out
- Using the Weigl article as a guide, reflect on your own cultural background and how that would influence you as a therapist (how it might help & how it might inhibit).
- What do you believe your current strengths and weaknesses might be as a 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.