

YORK UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
FACULTY OF HEALTH
Theoretical Aspects of Counseling and Psychotherapy:
PSYC 4061 3.0 M
Summer 2019 – S2
June 18 to July 25, 2019

Course Director: Ami Rokach, Ph.D.
arokach@yorku.ca

Office Hours: by appointment

Class Meetings: Tuesdays and Thursdays 8:30 AM – 11:30 AM Rm. **VH 2005**

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 & 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 DESCRIPTION

The course will involve a combination of lectures, class discussions, experiential exercises, films, guest speakers and students' seminar presentations.

We will aim to help students gain appreciation of the therapeutic process and of the range of therapeutic approaches. We will critically review the major counselling and psychotherapy schools of thought.

Lectures/class discussions are designed to stimulate your interest in the science of psychology and not all of the information presented in the text will be covered in class. *You are responsible, however, for covering all the assigned chapters.* In addition, some of the lectures will contain information that is not in the text. Questions pertaining to such information may appear on exams, and it is in your best interest to borrow notes from a classmate if you must miss a class. Questions may also be derived from material presented in films and videos.

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.

TEXT BOOKS:

Rokach, A. (2014). *The Therapist's Secrets: The academic and clinical journeys*. NY: Nova Science Pub.

Kottler, J.A. & Shepard, D.S. (2015). *Introduction to Counselling*. (8th Ed.). Toronto: Brooks/Cole. You can get the 7th or even the 6th edition, cheaper.

Highly Recommend that you buy if you can [should be in the bookstore]:

Luepnitz, A. D. (2002). *Schopenhauer's Porcupines: Intimacy and its dilemmas*. New York: Basic Books.

Rokach, A. (2019). *The psychological journey to and from loneliness: Development, causes, and effects of social and emotional isolation*. Cambridge, MA: Academic Press. ISBN: 9780128156186

Kuther, T. L. & Morgan, R. D. (2007). *Careers in psychology: Opportunities in a changing world*. Toronto: Thomson

Recommended Books (* = highly recommended)
(** = very highly recommended)

Lynch, J.J. (2000). *A cry unheard: New insights into the medical consequences of loneliness*. Baltimore, MD: Bancroft Press.

Mitchell, M.L., Jolley, J. M., & O'Shea, R.P. (2013). *Writing for psychology* (4th Ed.). Belmont, CA: Wadsworth. ISBN# 978-1-111-84063-1

**** Yalom, I.D. (2002). *The gifts of therapy: An open letter to a new generation of therapists and their patients*. NY: HarperCollins.

- ** Small J. (1989). *Becoming naturally therapeutic: A return to the true essence of helping*. New York: Bantam Books.
- **Young, M.E. (1998). *Learning the art of helping: Building blocks and techniques*. Upper Saddle River; NJ: Prentice Hall.
- ** Welch, I.D. (1998) *The path of psychotherapy: Matters of the heart*. Toronto: Brooks/Cole.
- * Evans, D.R. (1997) *The law, standards of practice, and ethics in the practice of psychology*. Toronto: Edmond Montgomery pub.
- Kottler, J. A. (1996). *Self guided exploration for introduction to therapeutic counselling*. (3rd Ed.) Toronto: Brooks/Cole.
- Beers, C. (1945). *A mind that found itself*. NY: Doubleday.
- Corey, G. (1996). *Theory and practice of counselling and psychotherapy*. 5th Edition, Toronto: Brooks/Cole.
- Ivey, A.E., Bradford Ivey, M. & Simek-Morgan, L. (1997), Counselling and psychotherapy: a multicultural approach., Toronto: Allyn & Bacon.

Please note:

1. Beginning the 2nd week of classes the students do not get their full tuition fee returned and the amount returned drops substantially from that week forward. See <http://www.yorku.ca/sfs/refunds/tables/> for details.
2. Information on course sessional dates/religious holidays can be found at <http://www.registrar.yorku.ca/importantdates>.
3. Last day to drop a course without receiving a grade is, July 15, 2019.

EVALUATION

<u>Component</u>		<u>Percentage of Final Grade</u>	<u>Due Date</u>
1.	2 Tests – non cumulative	Test 1 – 40% Test 2 – 20%	1. July 11, 2019 2. July 25, 2019
2.	Seminar Presentation & Seminar Presentation Summary Paper (SPSP)	20%	As assigned by course director
3.	Class Participation	20%	

DESCRIPTION OF COURSE REQUIREMENTS

1. Tests

Tests will all be multiple choice and cover only the material (in the book, films, class presentations and/or handouts) covered in the period preceding the test. Thus, the tests are non-cumulative.

The tests will include all the chapters that are listed on page 6.

There will be **no** make-up tests. *Please see page 7.*

2. Seminar Presentation

You will be expected to work collaboratively with two of your peers. This group of three students will work on the seminar presentation which will aim to help class members gain an understanding of the chapter [in Kotler] or a particular topic in the area of counseling, as was assigned by the course director. A page describing the grading of the presentation will be handed out once topics and dates have been assigned. I will be available to assist you to deliver the best, most interesting, and comprehensive presentation that you may wish to present. Take advantage and ask to meet with me well ahead of your presentation date.

In addition to reviewing the chapter assigned to you, please also include in your presentation:

1. A class activity, or small group tasks that were not included in our text.
2. You may show a short (5-10 minute) movie clip that illustrates the material.
3. Prepare 5-7 multiple choice questions to give to class – have also answers ready.

The "Tentative Class Schedule" indicates which topics were reserved for Students' Presentations (SP). The seminar will last a maximum of 30 minutes, and may include limited audio-visual component (get course director's prior approval). Once you are assigned a topic and date for your class presentation, you will receive a clear description of how your presentation will be graded.

Presentations will commence on July 4, 2019.

Please note: If it is clear that all group members made an equal contribution - each member will receive the same grade. Should it become apparent that the work was carried disproportionately among group members, then grades will be assigned on an individual basis. Please attempt to identify and resolve any differences or difficulties as soon as they occur. Consult the course director if you could not do it yourselves.

*Group members are to submit their names, E-mail address, telephone numbers (home and work) and a list of three preferred topics of presentation from the provided list (see pages 6-7) to the course director on or before **June 20, 2019**. In consultation with the group, the course director will then approve a topic and assign a presentation date.*

Seminar Presentation Summary Paper (SPSP)

Each group will be required to provide all class members with a written summary of their seminar presentation. The SPSP should be approx. 4-6 1.5 spaced typed pages long, and is to also include: *the names of the group members and a reference list*. The references should be prepared in APA style. It is highly recommended that the SPSP be written in point form, rather than as an essay. Marks will be allocated in the same manner as seminar presentation grades.

Note: Marks for class presentation, will be based on

1. Comprehensiveness of presentation
2. Originality of ideas presented
3. Clarity of expression
4. The ability to present ideas in a precise, appealing, interesting and thought provoking Manner
5. Insight and understanding of the material.

3. Class Participation

This being a seminar, full attendance is expected. Students are expected to read the textbook and handouts and contribute to class discussions. Being absent from class will obviously reduce the opportunities you have to share your ideas with your peers, and may affect your grade. If as a result of the “counseling session” – which will not require that you talk about anything that you are uncomfortable talking, or other material which has been dealt with in class, you become aware of issues in your life which may need further exploration, please feel free to approach me for a referral to a clinician who could assist you, or you may wish to contact the York Counseling and Development Centre, telephone 416-736-5297.

Please note that July 15, 2019 is the last day to drop the course without receiving a grade.

Tentative Class Schedule

Book Ch.
K = Kotler
A - Ami Rokach

<u>Date</u>	<u>Students' Presentation</u> <u>SP</u>	<u>Topic/s</u>
June 18, 2019		Introduction to class and to counseling (K=1; A=1)
June 20		History of treatment of abnormality (K=2) [due date for choosing a presentation date].
June 25		Specialty areas in counseling (K=3; A=4) Characteristics of a counsellor
June 27		The therapeutic relationship I (K=4)
July 2		The therapeutic relationship II (A = 11)
July 4	SP	The insight oriented psychotherapies (K=5; A=12)
July 9	SP	Loneliness, loss & grief
<u>July 11</u>		<u>TEST 1: K Chs. 1, 2, 3, 4 & 5 --</u> <u>A Chs. 1, 4, 11, 12.</u>
	SP	Cognitive behavior therapy (K=6)
July 16	SP	CBT; R.E.T. & treating phobias (K= 6)
July 18	SP	Couple/marital therapy (K=10; A= Epilogue)
July 23	SP	Family therapy -- Sex Therapy Wrap Up
<u>July 25</u>		<u>Test 2: K Chs. 6 & 10-- A= Epilogue, and material covered in class</u>

A reminder – one of the prerequisites of this course, which cannot be waived, is that you completed Psyc 1010 6.0 with a minimum grade of C

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 2016-17](#))

Additional Information- IMPORTANT!!

Tests

For each test, you will be responsible for all material from the book and what was covered in class. So be sure to have a “buddy” in the class so you can exchange missed material.

Check your grade on a mid-term test as soon as it is available. If you did poorly, consider dropping the course by the official drop date.

The only acceptable reason for missing a test is a documented illness or emergency. Documentation should be submitted **only** on the “*Attending Physician Statement*”, **which you may download from the Registrar’s website or a Statement by a Psychologist or Counselor.** The Attending Physician’s Statement must include (i) the full name, mailing address and telephone number of the Physician, (ii) state the nature of the illness and its duration (i.e., specific dates covered), and (iii) an indication of whether the illness and/or medication prescribed would have seriously affected your ability to study and perform over the period in question.

The form must be completely filled by the physician/[psychologist and stipulate that on the said day you were unable to write the test.

If you miss a test, contact me [via E-mail] *within 24 hours* of the test. If you don’t contact me within that time, you must provide a legitimate reason for the delay.

If you come to a test feeling ill, do not write it without consulting with me. If you start the test, you can stop it, but then you will earn the grade that your responses yield. **No make-up tests will be given.** **If you miss a test for a legitimate reason, the grade you received on the test before it (or in case of Test #1, after it) will be doubled and count also for the percentage points of the missed test.**

Academic Honesty

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](#)

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](#)

Bad Weather –Blackouts – or Strikes

I will meet with the class unless York is officially closed – or I am ill. If York does close on the day of the last meeting before a test, or on the day of a scheduled test, the test will be held one class later. Otherwise tests will be held as scheduled.

If you want to know if the University is closed, call 736-5600, or the main switchboard at 416 736-2100, or check local radio or television stations. Information can also be found on the York Web site: <http://www.yorku.ca>

If you live out of town, and weather conditions make it dangerous for you to come to class, don't come. This would be a good time to use your "buddy" to take notes.

If there is a strike, I will normally meet the class unless York is officially closed, and you will still be responsible for keeping up with your scheduled readings, or assignments.

If you hear of a potential strike, ask your instructor about his plans. If you don't know what he will do, go to class, or check with the instructor, or the instructor's secretary. General offices, and information lines, give general information without regard to the specific course.

Assume nothing, and don't depend on what you read in the media – or hear at picket lines. Handouts and media reports are unreliable.

Every strike is unique in some way, so it is impossible to be completely clear as to how things will play out. Tests and Examinations in many courses are held as scheduled during an ongoing strike.

Course Materials Copyright Information:

These course materials are designed for use as part of the 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](#)

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.

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For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

Course Materials Copyright Information

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