

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4061 3.0 Section B: THEORETICAL APPROACHES TO COUNSELLING AND**  
**PSYCHOTHERAPY**  
**Thursdays, 8:30am to 11:20am, ACW room 306**  
**Fall 2019**

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**Instructor Information**

Instructor: Jennifer Lewin, Ph.D., C.Psych

Office: rm. 251 BSB

Office Hours: By appointment

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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)
- 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 provides an overview of key theoretical aspects for the major counselling/psychotherapeutic paradigms. The goal of this course is to introduce students to different theoretical approaches to counselling and psychotherapy and provide them with opportunities to critically examine and reflect on the theoretical and technical (i.e., specific treatment interventions) similarities and differences between them. Key differences in theory and practice among various psychotherapy paradigms will be highlighted by the use of case studies. Students will also begin to critically evaluate and reflect on their own values, biases, and personal preferences in relation to these various theoretical approaches through written work, class discussions based on journal articles, and student presentations.

## Program 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 attempt to 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.

## Specific Learning Objectives

1. Case studies & in-class exercises will be used to highlight similarities and differences in theory and practice among various psychotherapy paradigms
2. Students will have the opportunity to critically evaluate their own values, biases, and personal preferences in relation to various theoretical approaches

## Required Text

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy, 10<sup>th</sup> edition*. Belmont, CA: Brooks/Cole.

## Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Test 1	October 31, 2019	25%
Journal Article Class Presentation	Sept. 19 to Nov. 28, 2019	15%
Discussant	Sept. 19 to Nov. 28, 2019	5%
Theoretical Paper	November 14, 2019	15%
Participation	On going	10%
Class exercises	Pop-Up activities	5%
Test 2	During final exam period	25%
Total		100%

## Description of Assignments

### 1. TEST 1

Date: October 24, 2019

**Time to write:** 2 hours and 50 minutes

**Worth:** 25% of final grade

Test 1 will consist of multiple-choice questions, short, and long answer questions based on class lectures, textbook readings, and articles. Long answer questions will be based on short case studies. Test 1 will be based on lecture material, including videos and demonstrations, and all textbook readings and assigned articles presented from weeks 1 (September 5th) to 6 (October 10th). Further information regarding Test 1 will be discussed in class closer to the test date. Please note: Tests are non-cumulative.

### 2. JOURNAL ARTICLE PRESENTATION

**Presentation length:** 15minutes

**Discussion post-presentation:** 15-20 minutes

**Group size:** 2 to 3 people

**Journal article (for those presenting Nov. 7 or later) due:** 1 week *before* presentation

**Worth:** 15% of final grade

Journal article presentations will begin the third week of class, September 19<sup>th</sup>, and will continue until the last class on November 28<sup>th</sup>. Journal article presentations will be a group effort, with groups consisting of 2 to 3 students. You will be given 15 minutes to present relevant journal article material and major findings in an engaging way with the use of presentation slides and other relevant media of your choosing. Following your presentation, there will be a 15-20-minute class discussion regarding the article in which you will answer questions posed by fellow students and the course director. Please note: due to the immediacy of the initial journal article presentations and to coincide with my lecture material, students who present September 19<sup>th</sup>, 26<sup>th</sup>, October 3<sup>rd</sup>, 10<sup>th</sup>, or 24<sup>th</sup> are not required to find a relevant article on the particular topic. For these classes only, I have already chosen the particular article (see below for journal articles for said dates) on which students will present. For students presenting November 7<sup>th</sup>, 14<sup>th</sup>, 21<sup>st</sup>, or 28<sup>th</sup>, your group will need to find an appropriate, relevant article for the topic for that week (see below for presentation topics and dates) and provide it to me to post on moodle, *1 week before* you will presenting in order for students to have the opportunity to complete the reading before your presentation. Please note: It is strongly suggested that students who are presenting November 7<sup>th</sup> and onward consult with me (course instructor) on the article selection a minimum of two weeks prior to their scheduled presentation date. Presentations will be worth 15% of your final grade and you will receive a group mark for it. A marking rubric for presentations is provided below. More details regarding presentations will be discussed in class.

The following are the presentation topics and dates (they are also located in the lecture schedule).

September 19

Person-centred Therapy

**Article:** Gellar, S. & Porges, S. (2014). Therapeutic presence: Neurophysiological mechanisms mediating feeling safe in therapeutic relationships. *Journal of Psychotherapy Integration*, 24(3), 178-192.

- September 26 Gestalt and Emotion-Focused Therapy  
**Article:** Greenberg, L.S., Warwar, S.H., & Malcolm, W. (2008). Differential effects of emotion-focused therapy and psychoeducation in facilitating forgiveness and letting go of emotional injuries. *Journal of Counseling Psychology*, 55(2), 185-196.
- October 3 Behaviour Therapy Part I  
**Article:** Healy, O. Lydon, S. Brady, T. Rispoli, M. Holloway, J., Neely, L., & Grey, I. (2019). The use of differential reinforcement of other behaviours to establish inhibitory stimulus control for the management of vocal stereotypy in children with autism. *Developmental Neurorehabilitation*, 22(3), 192-202.
- October 10 Behaviour Therapy Part II  
**Article:** Buchanan, J.A., & Houlihan, D. (2008). The use of in vivo desensitization for the treatment of a specific phobia of earthworms. *Clinical Case Studies*, 7(1), 12-24.
- October 24 Cognitive Behavioural Therapies  
**Article:** Muller-Engelmann, M., & Steil, R. (2017). Cognitive restructuring and imagery modification for posttraumatic stress disorder (CRIM-PTSD): A pilot study. *Journal of Behavior Therapy and Experimental Psychiatry*, 54, 44-50.
- November 7, 2019 Existential Therapy  
**Existential Therapy Journal Article**  
 Acceptance & Commitment Therapy (ACT)  
**ACT Journal Article**
- November 14, 2019 Adlerian Therapy  
**Adlerian Therapy Journal Article**  
 Dialectical Behaviour Therapy (DBT)  
**DBT Journal Article**
- November 21, 2019 Feminist Therapy  
**Feminist Therapy Journal Article**  
 Eye Movement Desensitization Reprocessing Therapy (EMDR)  
**EMDR Journal Article**
- November 28, 2019 Motivational Interviewing  
**Motivational Interviewing Journal Article**  
 Ethics

**Marking Rubric for Journal Article Presentations** (out of 100 marks)

<b>Content</b> - effective choice of article content to present for audience to understand and cultivate discussion (e.g., highlighted main findings in cogent manner)	/25
<b>Organization/Coherence</b> - presentation sequence is easy to follow, flows well, which includes presentation slides such as amount of content on them	/15
<b>Clarity</b> - effectively communicate concepts to audience, demonstrate understanding of journal article material	/20
<b>Engagement</b> - delivering information in interesting manner, which includes presentation style (e.g., eye contact, enthusiasm, etc.) & quality of presentation slides and/or handouts	/20
<b>Post-presentation discussion</b> - effectiveness at answering questions & generating class discussion	/15
<b>Finishes presentation on time</b> (group does not go over 15 minutes)	/5

### 3. DISCUSSANT

**Date:** from September 19<sup>th</sup> to November 28<sup>th</sup>

**# of students per week:** 2 to 3

**Worth:** 5% of final grade

For each journal article presentation, two to three students who are **not** presenting on that day will act as “discussants” for that particular journal article presentation. Each discussant will be responsible for generating **4 questions**, two questions based on reading the article ahead of time and two questions which you generate from the student presentation of the article (i.e., in-class). Discussants will help to lead the post-discussion following the presentation, by noting points of interest and posing the questions they have generated to the student presenters and class. Evaluation will be based on the depth of thoughtfulness, knowledge, and accuracy reflected in the questions generated. Moreover, evaluation will be based on how effective questions posed during class are at generating class discussion. Discussants will receive individual grades.

### 4. THEORETICAL PAPER

**Due Date:** Friday, November 15<sup>th</sup> via Turnitin by 11:59pm

**Length:** 8 to 9 pages, typed, 1-inch margins, 12 font, double spaced pages, not including titlepage, abstract, or reference list

**Format:** APA style (6<sup>th</sup> edition)

**Worth:** 15% of final grade

***\*There will be a 5% deduction from your mark on your paper per day that your paper is handed in after the set deadline.***

The theoretical term paper will give you the opportunity to research and write about a current controversy or contentious issue in the psychotherapy world or provide a thoughtful critique on a particular psychotherapy model. In both cases, you will provide an in-depth critical analysis on your topic of choice. Your paper can be based on any of the counselling/psychotherapy approaches discussed in this course. As such, you will need to take a stance (i.e., explicitly state your thesis or the stance you will be arguing and backing up with evidence in the literature).

Overall, your goal will be to provide a sensible and convincing position on a controversial or contentious issue or provide a thoughtful critique of a particular therapy approach or topic. Every student is expected to submit your own *unique paper* that is completed *independently* from other classmates.

The paper is due on Friday, November 15<sup>th</sup>, 2019 via Turnitin on moodle by 11:59pm. The paper is to be 8 to 9 pages in length (double spaced, one-inch margins), with approximately 250 words per page. *Please note:* the page length indicated **does not include** the title page, abstract, or references list. APA style (6<sup>th</sup> edition) is to be used and will be factored into your grade on the paper. Also, you are **required to reference at least 6 recent (i.e., last 10 years) peer reviewed journal articles** (although do not limit yourself if you wish to reference more articles). *Please note:* grammar and spelling will also be evaluated and will factor into your grade on the paper. It is not a requirement; however, I am happy to and would encourage you to briefly discuss your topic and thesis with me.

**Marking Rubric for Theoretical Paper** (out of 100 marks)

<b>Abstract</b> – provide a succinct paragraph that captures all APA abstract elements	/5
<b>Introduction &amp; Thesis Statement</b> – provide concise, relevant intro, clearly stating what you will be discussing in your paper & <i>your position</i> regarding the controversial issue or critical analysis	/10
<b>General content</b> - depending on topic, e.g., provide history, summary of theory of therapy, background information on topic that is necessary, relevant and adequate in amount	/10
<b>Critical Analysis (body of paper)</b> – restate thesis, quality of analysis & critical evaluation; use of at least 6 peer-reviewed journal articles	/35
<b>Conclusion</b> – quality of summary of arguments, & captures all APA conclusion elements (e.g., no new information such as research or arguments should appear in conclusion)	/10
<b>Organization</b> – clear organization of content; effective use of headings; effectively guides the reader with a logical, sequential flow	/10
<b>APA format</b> – properly cited articles throughout the paper; APA formatted title page, abstract, & reference page, etc.	/10
<b>Overall Evaluation of Presentation of Arguments</b> – are the arguments presented in a compelling, persuasive manner, quality of writing ability/style, correct grammar/spelling throughout paper	/10

**5. PARTICIPATION**

**Length:** throughout the whole course

**Worth:** 10% of final grade

The expectation for this course is that you will attend all lectures and engage with the course material. Student participation will be examined in a number of ways during the course. For example, class discussion will be encouraged – sharing your opinions and reflections on course material, journal articles, or class exercises will really help you to learn course material at a deeper level and hopefully will lead to lively discussions. Moreover, making sure to read articles

for presentations and join in the class discussion are both encouraged and will factor into your participation mark.

## 6. CLASS EXERCISES

**Due:** throughout the course

**Worth:** 5% of final grade

To help deepen your theoretical knowledge, experiential exercises will be engaged in during class (or you will be given a brief exercise to do in between classes) to help with your understanding and experience of how psychotherapy theory is translated into and applied to psychotherapy practice. You will be graded on 5 pop-up activities (1% per activity X 5 pop-up activities =5%) For example, you may be asked to engage in a class activity with classmates and write a brief reflection on your experience and submit it at the end of class. Or you may be asked to complete an experiential exercise in between classes (e.g., complete a “thought record”; write down one of your dreams) and submit it the following class. Please note: There are no make-ups for missed pop-up activities and you will receive a zero. If you miss a pop-up activity for a valid reason then arrangements can be made for the missed work, however documentation will be required. Please speak to the instructor immediately following a missed activity.

## 7. TEST 2

**Date:** during Fall exam period

**Time to write:** 2 hours and 50 minutes

**Worth:** 25% of final grade

Test 2 will be similar in format to Test 1, consisting of multiple-choice questions, short answer questions based on class lectures, textbook readings, and articles, in addition to long answer questions that will be based on short case studies. Test 2 will be based on lecture material, including videos and demonstrations, and all textbook readings and assigned articles presented after Test 1, weeks 8 (October 31<sup>st</sup>) to 12 (November 28<sup>th</sup>). Please note: Tests are non-cumulative. More details regarding Test 2 will be provided closer to the test date.

### 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 2019-20](#)

### Missed Tests/Midterm Exams/Late Assignment:

For any missed tests, midterm exam 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 missed tests, midterm exam or late assignments.

In addition, to the online form, student's documented reason for a missed tests, midterm exam or late assignments such as illness, compassionate grounds, etc., MUST submit official documentation (e.g. [Attending Physician Statement](#))

**Test 1 Makeup:** For students who may miss Test 1 and who have appropriate documentation and follow the above guidelines, you will have the opportunity to write a makeup test. The makeup for Test 1 is scheduled for Friday, November 8<sup>th</sup>, start time: 5:30pm, location: rm. 102A Behavioural Sciences Building (BSB).

**Test 2 Makeup:** For students who may miss Test 2 and who have appropriate documentation and follow the above stated guidelines, you will have the opportunity to write a makeup for Test 2. The makeup for Test 2 will take place in January 2020 and will occur on either Friday, January 10<sup>th</sup> or Friday, January 17<sup>th</sup>, start time: 5:30pm, location: rm. 102A, Behavioural Sciences Building (BSB). I will confirm the date, time, and location on moodle closer to the date.

### Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

**\*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

The university has subscribed to the Turnitin service which helps professors identify internet plagiarism and helps students maintain academic integrity. The work submitted by you in this course will be submitted through Turnitin via moodle.

### Electronic Device Policy

Electronic devices are to be used in class for course work only. Social norms have a significant impact on our behaviours, so out of respect for other students (and the course instructor), refrain from using electronic devices in class for personal or entertainment purposes.



## **Attendance Policy**

Students are expected to attend all seminar classes. Attendance will make up a portion of your participation grade. There is no “make-up” for a missed class. If a student must miss a class, it is expected that the student will read the chapter(s)/article(s) for that week in order to facilitate learning and prepare for tests.

## **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 PSYC4061 Section B 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](#).

## Course Schedule

<b>Date</b>	<b>Lecture Topic</b>	<b>Readings</b>
September 5	Introduction/Psychoanalysis	Chapter 2 & 4
September 12	Psychoanalysis II	Chapter 4 + article
September 19	Person-Centred Therapy	Chapter 7 + article
September 26	Gestalt & Emotion Focused	Chapter 8 + 2 articles
October 3	Behaviour Therapy	Chapter 9 + article
October 10	Behavioural Therapy II	Chapter 9 + article
	<b>***** Fall Reading Week *****</b>	
<b>October 24</b>	<b>***** Test 1*****</b>	
October 31	Cognitive Behavioural Therapies	Chapter 10 + article
November 7	Existential Therapy <i>Existential article presentation</i> Acceptance and Commitment Therapy (ACT) <i>ACT article and presentation</i>	Chapter 6 + 2 articles
November 14	Adlerian Therapy <i>Adlerian presentation</i> Dialectical Behaviour Therapy <i>Dialectical behaviour presentation</i>	Chapter 5 + 2 articles
November 21	Feminist Therapy <i>Feminist therapy article presentation</i> EMDR Therapy <i>EMDR article presentation</i>	Chapter 12 + 2 articles
November 28	Motivational Interviewing (MI) <i>MI article presentation</i> Ethics	Chapter 3 + 1 article