

Faculty of Health
Department of Psychology
PSYC 4062 3.0M : SKILLS AND TECHNIQUES IN COUNSELLING AND PSYCHOTHERAPY
Monday/11:30am-2:30pm / Vanier College rm-102
Winter/2020

Instructor: Dr. Karen Kaffko
Phone: 416-967-1827
Email: kkaffko@yorku.ca

Course Prerequisite(s): Course prerequisites are strictly enforced:

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- 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 is designed to provide an overview of the counseling process and an understanding of the fundamental skills required of a helping professional who is working with a variety of clients from diverse cultural backgrounds. Basic counseling interventions such as building a trusting therapeutic relationship, encouraging a client's self disclosure through listening and empathizing skills, exploring a client's affect and cognitions, learning good assessment strategies, incorporating goal setting skills to plan treatment, and filtering all of these through ethical considerations, are the objectives of this course. Use of self will be emphasized by the student, reflecting on what they bring to the therapeutic relationship from their own life stories

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:

This course will use a workshop format and is designed to be a safe place to try out new skills. Each class will have a portion dedicated to didactic lecture, based on the content of the required readings, viewing & assessing video therapy sessions and small group discussions. Students will be involved in a fair amount of role-playing and practice interviewing. In the course of these discussions, it is possible for a student colleague to say something personally important and confidential. It is the duty of all students in the class to maintain confidentiality. It is anticipated that students will be engaged in a process of personal growth through continual introspection about one's values and actions and how they impact on others in a counseling relationship.

Required Text:

Young, M.E. (2017) ***Learning the Art of Helping: Building Blocks and Techniques.***
6th. Ed. Upper Saddle River, New Jersey: Pearson Education Inc.

ISBN: 0-13-416578-0

Additional readings may be assigned or recommended during the course.

Course Requirements and Assessment:

| Assessment | | Date of Evaluation | Weighting |
|-----------------------------|----|--------------------|-----------|
| Reflection Paper Assignment | #1 | January 27, 2020 | 10% |
| Mid Term Exam | #2 | February 10, 2020 | 25% |
| Transcript Assignment | #3 | March 23, 2020 | 35% |
| In-Class Exam | #4 | March 30, 2020 | 20% |
| Class Participation | #5 | | 10% |
| Total | | | 100% |

Description of Assignments

Reflection Paper Assignment -Stop & Reflect exercise on p.63 in text book. Assignment is to be no longer than 2 pages.

Mid term Exam - The exam will consist of multiple choice and long answer questions. It will be based on the readings & in class lectures. The exam will be completed in class for a portion of the class time. The rest of the class will be a lecture & group activity.

Transcript Assignment - This transcript is a verbatim record of a counselling interview of approximately 15 minutes and at least 15 counsellor interventions, conducted with a member of your class or friend/associate. You will find instructions for this transcript on **page 145 & 146** in your text book listed as "**Homework 1 & 2**". Remember that this is an audio or video tape of **15 continuous minutes**, not sections put together. Do not use a **font size** smaller than **#12**.

As described in the text book, **p. 146, table 6.3**, You are expected to label the skill you used, as you are being the helper with the client. The skills that you will be addressing are the ones we had learned, ie=door openers, minimal encouragers, paraphrasing, reframing, summarizing (signal, thematic or planning), reflection of feelings, reflection of meaning, reflection of content, open questions, closed questions, attentive silence, etc. In the comment sections, you may find it helpful to answer some of the questions listed on **p. 146 with bullets**, listed in homework 2. (but do not do the homework 2 task, only use the questions.) Also in the Comments section, write out what you might have said differently, if you feel unhappy with how you originally said your intervention.

The transcript should be typed on a word processor and in **TABLES**. You may wish to learn how your word processor handles tables. Leave room in the margins for comments by me.

The reason for the tables is that it makes it much easier to see how your response affects the client's response. **ALWAYS** make a hard copy of your paper for yourself. **Please include a USB or DVD of your interview with your transcript.** This assignment is to be handed in on time, **in the class**, on **March 23, 2020**. **Do not email your assignment**, I will not accept email work. **Do not leave** the assignment in my box in the Psychology Dept. unless you previously arranged that with me.

Class Attendance & Participation - Entails contributing to the collective learning process by: being present in all classes & being prepared for discussion through reading and active participation in class discussion to the best of your comfort & ability. The text book has several exercises at the end of each chapter. You are expected to do these exercises in preparation for each class. This is a class where the student will be learning many new skills. The more practice, the faster improvement occurs. To avoid mark deductions from your participation mark, documentation is required for absences.

As with any class, attendance is required. Students who miss more than one quarter of the scheduled classes (4 classes), may be subject to a penalty of up to 10% subtracted from their grade, as well as the 10% participation mark.

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, students 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](#))

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 without permission of instructor (also see Financial Deadlines) | Sept. 17 | Sept. 17 | Jan. 19 |
| Last date to add a course with permission 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.*

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 PSYC 4062 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](#).

Course Schedule:

1) January 6, 2020

Introduction to Course : Becoming a Reflective Counsellor

- What is counseling & Psychotherapy & how is it different from friendship?
- Overview of the Helping Process

read: Chapter 1

2) January 13, 2020

The Therapeutic Relationship

- Factors that help &/or strain the therapeutic relationship
- Transference & Counter-transference
- Challenges caused by differences in culture & gender

Read: Chapter 2 & 12

3) January 20, 2020

Non-Verbal Communication & Invitational Skills

- Skills in the helping relationship
- “Door Openers & Encouraging” skills
- Paraphrasing & Active listening

Read: Chapter 3

4) January 27, 2020

Reflecting Skills & Understanding Emotions

- Reflecting thoughts, feelings & meaning

Read: Chapter 4 & 5

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|---------------------------------------|
| <i>** Reflection Paper Due</i> |
|---------------------------------------|

5) February 3, 2020

How To Identify Meaningful Issues with a Client

- Reflecting feelings & meaning skills
- Summarizing skills
- Open ended vs. closed questions

Read: Chapter 6

6) February 10, 2020

****MID-TERM EXAM****

Challenging Client's Perceptions & Understandings

- Confronting inconsistencies
- Encouragement vs Praise

Read: Chapter 7

****READING WEEK, NO CLASS ON February 17th****

7) February 24, 2020

Assessment & Goal Setting is a Critical Part of Helping

- Mental Status
- Processing observations
- Genograms
- Initial interviewing skills
- The function of Diagnosis
- Characteristics of constructive goals
- Report outlines

Read: Chapter 8

8) March 2, 2020

Change Techniques: Part 1 & 2

- Creating movement & growth during the Action Phase during treatment
- REPLAN = Common Treatment Factors
- Addressing Emotional Arousal in clients
- Giving Homework

Read: Chapters 9 & 10

9) March 9, 2020

Practice Skills Class with Live Actors presenting as clients

Read: Chapter 9 & 10 & 12

10) March 16, 2020 **Couple Therapy: Emotionally Focused Therapy**

****Guest Speaker****

11) March 23, 2020 **Termination Phase in Counselling**

-Preparing a client to say good bye

-Dealing with Loss: for client & counselor

Read: Chapter 11

****TRANSCRIPT ASSIGNMENT DUE**- MARCH 23, 2020**

12) March 30, 2020

****FINAL EXAM****