

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4062 3.0 Section: N**  
**SKILLS AND TECHNIQUES IN COUNSELLING AND PSYCHOTHERAPY**  
**Thursday 8:30 – 11:30 a.m. York FC 103**  
**Winter 2020**

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**Instructor Information**

Instructor: Shari Geller

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**Note: Please put course number in the subject line of the email. Please email only when an issue cannot be addressed during class or office hours.**

**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**

The purpose of the course is to provide an introduction to the process and skills of counselling. This will provide an opportunity for students to develop an understanding and practice skills for becoming a helpful counsellor. Foundational approaches to client-centered therapy will be introduced and practiced included but not limited to: Therapeutic presence, creating an environment of safety and trust, developing a positive therapeutic relationship and alliance, empathic listening and reflection. Students will also learn approaches that include mindfulness and self-compassion and emotion focused therapy. Discussion and practice of other dimensions of counselling such as assessment, ethics and termination will be explored.

## 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

**Class format:** The classes will be in the form of a workshop. The will include class discussion, role-playing, videos and experiential exercises to help stimulate learning of therapy skills. Students will be expected to be actively involved in the class in the form of discussion and experiential practices. Within the role-play and practice aspects of the course, there is a possibility that a student will gain knowledge of confidential information. It is essential and the responsibility of each student to respect other students experience and to maintain confidentiality, which is of the utmost importance in being a future counsellor and a member of the helping profession.

**NOTE: This is a demanding course that requires consistent attendance and participation. If you already know that you are going to miss more than one class or that you have a conflict with the dates of exams or assignments, you should consider dropping and taking this course when time permits.**

## Required Texts

1. Martin, D. G (2015). Counseling and Therapy Skills. 4<sup>th</sup> Edition. Long Grove, Ill: Waveland Press
2. Geller, S. M. (2017). A Practical Guide to Cultivating Therapeutic Presence. Washington: APA.
3. Additional Readings: To be assigned in class

## Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
Core Therapist's Quality Proposal	January 16, 2020	
In Class Exam	February 13, 2020	20%
Core Therapist's Quality Paper	March 5, 2020	20%
Final Paper	April 2, 2020	30%
Class Participation	Ongoing	30%
Total		100%

## Description of Assignments

### 1. Core Therapist's Quality Paper and Brief Presentation/Discussion (20%)

This practice and paper requires you to choose an aspect of therapeutic presence (paper provided) from the model in the introduction chapter of the book and chapters 4-6 and to write a brief paper about that (as well as be prepared to discuss in class). Core values or qualities of presence could include compassion, grounding, centering, deep listening, acceptance, intention, self-development of the therapist, authenticity, or others you can propose to me. I would ask you submit a brief proposal (a paragraph or two) on what you think would be a good core value or quality a therapist should have in therapy, and why. The paper submitted at the end of this project would be 3-4 double spaced pages (excluding title page and references) and would require your personal reflection combined with a literature review (journal articles or chapters), which would include at least 5 references. Some reflection (personal and journal reflection) of cultivating this core value or aspect of therapeutic presence is essential for a good reflective and critical paper, combined as well with a literature base to support the value of this therapeutic quality.

PROPOSAL:

Questions briefly required to answer in proposal include:

- 1) What is the quality that you wish to develop for this project?
- 2) What is the importance of this quality to being a good counselor?
- 3) What practice are you going to engage in to support the cultivation of this quality?
- 4) What supports will you put in place to ensure success in your practice?

PAPER:

Questions considered in this project and paper include:

- 1) The quality you are writing about, including an operational definition of this therapeutic value.
- 2) Why this therapeutic quality is essential for a good counseling process. Support from the literature is essential here.
- 3) Ways to cultivate this quality, both in therapy sessions and in the life of the therapist (perhaps including an exercise when presenting in class).
- 4) What you learned from this reflection paper about values that are important for therapists.

Mark is based on both the paper (15%) and the depth of reflection as indicated in both the paper and class discussion (5%).

## **2. In Class Exam: (20%)**

This exam will be based on all of the textbook and readings and handouts provide during the first 4 classes. The in-class test will include multiple choice, short and long answer questions that require application of the concepts discussed and practiced in class. The exam may also involve an analysis of a portion of a therapy transcript (i.e., you will be asked to comment and reflect upon what is happening in this therapy segment, with particular emphasis on the neurophysiological aspects of creating safety as indicated in the article on polyvagal theory and therapeutic presence reviewed for class. You may also be asked to name the therapeutic interventions being utilized and evaluating the manner in which they are being applied. Additionally, you may be asked to provide alternate therapist responses). You will have 3 hours to write the test. More information regarding the test will be provided in class.

## **3. REFLECTION PAPER or PAPER ON THERAPY SKILLS (30%)**

You will also be asked to write a 10-12 (excluding title page and references) double spaced paper either as a:

1. A reflection paper on your strengths as a therapist, and as well as your challenges and areas that require continued growth and attention. This is an opportunity to reflect on your development of your counselling skills throughout the term, on your ability to create safety and a positive therapeutic alliance, and any other important qualities as a counsellor. Include a section on your process of development, and moments of insight. Also include the challenges and obstacles you experienced this term in developing counselling skills. I would like to hear what helped in this process of this term to develop your skills, and what could have been offered to further your development. Areas of future growth and development should be commented on as well, including plans and intentions for furthering those particular challenges. Please include references to unique skills and approaches that you refer to in your paper.
2. A paper with a unique focus on a particular counselling skill and approach. This has paper includes background of a therapy approach that interests you and it needs to include 2-3 particular interventions for that approach. For example, it could be CBT thought records for depression or interpersonal effectiveness in Dialectical Behavior Therapy for people with borderline personality disorder. Please have your focus for this paper approved by the Course Director. The paper should include a critical analysis and review of the research literature relevant to the topic and be written in accordance with the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition, 2010*.

#### **4. Participation (30%)**

Class participation will be evaluated based on consistent seminar attendance and by active and informed participation and reflection in class discussions. It will be helpful to prepare for each meeting by completing the assigned readings prior to each class. This mark is based as well in active engagement in role-plays and in-class practices and exercises.

#### **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](#))

**You are required to provide documentation for missed deadlines within 48 hours of due date.**

Papers that are late will be deducted 20% per day. Exceptions are made for illness, family death or exceptional circumstances. However, a medical note or official documentation will be required in these cases.

## Add/Drop Deadlines

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

	<b>FALL (F)</b>	<b>YEAR (Y)</b>	<b>WINTER (W)</b>
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

Turnitin will be used for all paper submissions.

## Electronic Device Policy

No electronic devices or cell phones are allowed to be used during class time. This is a mindful and respectful way of both practicing being present, and honouring students learning and teacher's focus.

## Attendance Policy

The class is highly experiential in design so attendance and participation are required to optimize your learning. Attendance will be taken and along with your engagement included as part of your participation mark.

## 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 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 OUTLINE Winter 2020

EXPECTED DATE	LECTURE TOPIC & ASSOCIATED CHAPTER
January 9	Intro to Course: Preparing the Ground
January 16	Intro to Counselling; Importance of Self-Development (C&TS: Chapter 1 & 15; TP Chapter 4 and 8)
	<b>Proposal due for Core Therapist's Quality Paper</b>
January 23	Therapeutic Relationship and Therapeutic Alliance Intro to Therapeutic Presence (TP) (C&TS: Chapter 5-6; TP Chapters 1-2)
	<b>Development of Core Therapists Quality Begins</b>
January 30	Therapeutic Presence: Process & Experience; Strengthening Attunement Skills to Self and Other (TP chapters 5-6, 9-10)
February 6	Creating Safety: Emotionally and Neuro-physiologically; Cultural Sensitivity in Therapy (AR: Geller & Porges 2014; TP chapter 3; C&TS Chapter 14)
February 13	<b>In Class Exam</b>
February 20	READING WEEK NO CLASS
February 27	Empathy/Listening: Active and Receptive (C&TS - Chapters 1-2; TP chapter 6)
March 5	Empathy/Reflection –Process and Content Practicing Therapy Skills – Listening, Open Questions, Empathy, paraphrasing. (C&TS: Chapters 3-5)
	<b>Core Therapist's Quality Paper Due Today</b>
March 12	Mindful Self-Compassion; Barriers (C&TS – Chapter 8; additional reading; TP Chapter 7)



March 19                    Working with Emotion: Emotion Focused Therapy  
                                  (C&TS - Chapter 17; Additional Readings EFT: A clinical synthesis)

March 26                    TBA – Guest Lecturer

April 2                      Couples Therapy

                                  Final Class - Termination and Closure (C&TS Chapter 12)

**Final Paper DUE**

C&TS = Counselling and Therapy Skills (Martin, 2015)

TP: Therapeutic Presence: A Practical Guide to Therapeutic Presence (Geller, 2017)

AR = Assigned Reading