

Faculty of Health
Department of Psychology
PSYC 4061 3.0 M: THEORETICAL APPROACHES TO COUNSELLING AND
PSYCHOTHERAPY
Tuesday/8:30-11:30/FC 103
Winter/2020

Instructor and T.A. Information

Instructor: Dr. M. Sharon Armstrong

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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 will provide an overview of the most influential counselling and psychotherapy theories (such as psychoanalytic; person-centred, gestalt, existential, cognitive & behavioural). It will examine the assumptions underlying each of these theories, observe some ethical and multi-cultural implications, and consider the impact of underlying theory on the practice of counselling and psychotherapy.

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 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

- Students will familiarize themselves with the theories and processes of counselling/psychotherapy as described in the text book and other readings.
- Students will critically examine concepts and assumptions underlying counselling theory and process (including ethical and multicultural assumptions) both in classroom discussion and in written assignments.
- Students will reflect upon their own individual belief systems regarding the nature of mental health and counselling as they broaden their knowledge of the history and theory of psychotherapy and counselling.

Required Text

- **Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (updated 10th ed.). Cengage.**

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Attendance/Participation	End of term	10%
Test (based on 6 chapters)	TBA	30%
Written Assignment	TBA	40%
Group Presentation	TBA	20%
Total		100%

Description of Assignments

Class participation: Each week, students will read the book chapter(s) or article for the next class, and prepare for classroom discussions. How? By reading actively and considering potential answers to such questions as: a) what are the underlying assumptions about human nature? b) what multi-cultural or ethical concerns may be relevant? c) what kinds of things make this counselling/psychotherapy method unique and/or different from other models studied?

Class participation will be evaluated on the basis of the following:

- * **consistent seminar attendance**
- * **evident preparation for discussion (as described above)**

* **active involvement in class discussion**

Written Assignment: 2020 CHANGE ASSIGNMENT – TOO MUCH CAN BE DIRECTLY COPIED FROM THE TEXT CHAPTERS THAT DESCRIBE THERAPY FOR GWEN OR STAN FOR EACH MODALITY – consider an essay that makes use of earlier chapters so that students will have something to back up their ideas...

The assignment will consist of one essay style question to be answered in 2000 to 2500 words (approximately 8-10 pages). The essay will be *written in accordance with the latest edition of the Publication Manual of the American Psychological Association*. This manual is available in the library and the bookstore as well as online. Students are expected to work independently on this assignment.

Any students who have not done a great deal of writing in previous courses should ensure that they are prepared to meet the expectations of upper level undergraduate academic writing. I encourage students who have concerns about their writing skills to contact the Centre for Academic Writing well in advance of due dates for written assignments. In addition, there are several writing resources posted on the York University website. The essay topic for this course will be posted on Moodle on or before the first week of classes. Add in any information about each assignment in the course.

Seminar Group Presentation

Weekly group presentations are scheduled to start on the 5th week of classes. Students will be required to work collaboratively in groups of four to prepare a seminar presentation of 50 minutes in duration, plus 5-10 minutes of class discussion and questions, for a total of 55-60 minutes. The topics are listed at the end of the lecture schedule. Presenters will be chosen via lottery *on the 2nd day of class*. The presentation will be focused on the answers to a set of questions that I have posed for each group. These questions will be answered by your lecture and discussion and you may also include audio-visual materials. The quality and the length of the presentation are both important. All group members will be expected to contribute equally to the finished product and to receive the same grade on the presentation. However, if it became apparent that the work was not shared in an equitable manner then grades might be reassigned.

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](#))

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.

The Attending Physician Statement is expected to be submitted to the course director no later than 48 hours after the missed test date.

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: <https://registrar.yorku.ca/enrol/dates/fw19>

	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.*

Information on Plagiarism Detection

Turnitin Service: Students will hand in all written assignments to Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. Students will be able to access Turnitin through the Moodle application for this course.

Electronic Device Policy

Electronic devices are to be turned off (or set to silent mode) and put away during class time, with the exception of those devices that are being used to take notes (e.g., laptops) or at specified times, for the purpose of completing in-class course-related assignments (e.g., group work).

Attendance Policy

Class attendance will be graded as part of the participation and group engagement aspect of this course that is predicted to lead to a high level of experiential learning.

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 4061 3.0 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](#).

Proposed Lecture Schedule (Winter 2020)

Any changes that occur during the year will be announced in class and if possible, posted on Moodle. Students are responsible for keeping track of these changes.

Date	Topic	Reading
January 7	Course Introduction Multi-cultural Issues; The Initial Interview; Self-Care	Corey, Chapters 1 & 2
January 14	Ethics and Values Group Presentation Topic Lottery	Corey, Chapter 3
January 21	Psychoanalytic Therapy	Corey, Chapter 4
January 28	Person-Centred Therapy	Corey, Chapter 7
February 4	Gestalt (Emotion-Focused) Therapy	Corey, Chapter 8
February 11	Behaviour Therapy Written Assignment Due: Upload to Moodle	Corey, Chapter 9
February 18	Reading Week – No classes	

February 25	Cognitive Behaviour Therapy Class Presentation #1	Corey, Chapter 10
March 3	Feminist Therapy Class Presentation # 2	Corey, Chapter 12
March 10	Term Test (chapters 3, 4, 7, 8, 9, 10)	
March 17	Integrative Psychotherapy Class Presentation # 3	Corey, Chapter 15
March 24	Class Presentation # 4 & 5	
March 31	Class Presentation # 6 & 7	
End of Term		