

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4060 6.0 Section B: COUNSELLING PSYCHOLOGY**  
**Monday/2:30-5:30 p.m./ Online via Zoom**  
**Y/2020-21**

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Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus). The seminar will be delivered through a combination of both synchronous and asynchronous modalities. Lectures are prerecorded. Students need to have completed the relevant lectures, reading materials and weekly review questions prior to the corresponding scheduled topic. *Students are expected to attend synchronous activities during the 2:30-5:30 time slot.* Activities such as group discussions, labs, and tests will be delivered via Zoom during this scheduled class time. Students will need a computer with webcam and microphone, and/or a smart device with these features, as well as access to high speed internet. Students will participate via video and audio. If this poses a problem, please communicate with me directly. *Given the nature of class activities and labs, students are expected to participate in class from a location that affords privacy for yourself and your fellow students.*

Be sure that you have Zoom installed on your computer (or whatever device you will be using) BEFORE the start of classes. See York Zoom page at: <https://yorku.zoom.us/>

*Students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate intellectual property rights and other laws).*

### **Instructor and T.A. Information**

Instructor: Dianne Lawless, Ph.D., C.Psych.

Office Hours: By appointment, virtually. Please put course code in subject line.

Email: [dlawless@yorku.ca](mailto:dlawless@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 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

### **Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website:** [Moodle](#) now called **eClass**

All course materials will be available on the course eClass) site, unless otherwise indicated by the instructor. The site will be your central access point for course materials

### **Course Description**

The purpose of the course is to provide an introduction to main approaches to psychotherapy and counselling and to allow students to begin to formulate their personal view on counselling.

### **Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in counselling psychology.
2. Critically evaluate, synthesize and resolve conflicting results in counselling psychology.
3. Articulate trends in counselling psychology.
4. Locate research articles and show critical thinking about research findings in counselling psychology.
5. Express knowledge of counselling psychology 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**

Identify the philosophical foundation underlying each theory studied in class and demonstrate how it shapes the development of theoretical constructs and models of intervention. Demonstrate the ability to convey a knowledgeable and evidenced-based understanding of a specific theory of counselling not covered in class. Develop active listening skills. Enhance verbal communication skills through presentations and facilitating discussions.

### **Required Text**

- Corsini, R. J., & Wedding, D. (Eds.) (2019). *Current Psychotherapies* (11th edition). Itasca, Ill. :Peacock Publishers with MindTap

The print ISBN is 978-1-337-76306-6 (this is a loose leaf book with MindTap wrapped with it)  
The digital e-book version is 978-1-337-56096-2 (ebook version with MindTap included).

Additional readings assigned in class. Assigned Readings are posted on eClass

### Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Weekly Review Questions	weekly	20%
Film Review Discussion	TBD	4%
Test #1	Nov. 9, 2020	17%
Test #2`	Feb. 1, 2021	20%
Group Seminar Presentation	TBD	11%
Final Paper	April 12, 2021	17%
Participation		11%
<b>Total</b>		<b>100%</b>

### DESCRIPTIONS OF ASSIGNMENTS

#### Weekly Review Questions

TOPIC	DUE DATE
Personal theory	Sept. 28, 2020
Vazquez (2014) review questions	Oct. 4, 2020
Adler	Oct. 18, 2020
Roger's	Oct. 25, 2020
Gestalt	Nov. 1, 2020
REBT	Nov. 15, 2020
Behaviour	Nov. 22, 2020
Cognitive	Nov. 29, 2020
Feminist	Dec. 6, 2020
Existential	Jan. 10, 2021
Positive	Jan 17, 2021
Contemplative	Jan. 24, 2021

There are twelve sets of weekly questions. Everyone in the class needs to complete the first two sets (i.e., Personal theory and Vazquez article review), in addition to a minimum of eight of the remaining ten sets of questions. Each set is worth 2 marks. They are graded on a pass/fail basis. These assignments must be submitted through Turnitin by 11:30 p.m. on the due date. *No late submissions will be accepted.* Respond to the questions in your own words. Do not cut and paste answers. This will result in a failing grade. Responses may be in point form. Maximum length – 400 words.

### **Film review (4%)**

A part of each synchronous zoom class will be devoted to a film review. Students will sign up to be a discussant. Film discussants will need to preview the film. Most films are available as electronic resources through the York library. Because viewing time is limited to 10-15 minutes, you will need to select a portion of the film you believe would be most useful for the class to see. After the class views the selected portions, you will give your reactions to the film as a means of stimulating class discussion. N.B.: This is NOT a presentation. Your objective is to help facilitate a class discussion.

### **LABS:**

This seminar includes a skills-building component that focuses on active listening skills and selected exercises that aim to exemplify interventions associated with selected topics. Labs occur via zoom during scheduled class times. The class will be divided into two sections with each section participating in labs on alternate weeks. See Course Schedule for specific dates.

### **Term Tests**

Both term tests will take place on-line during scheduled class times. They are *not* open-book tests. Tests are a combination of multiple choice and written answer questions. Questions must be answered sequentially, meaning you can not return to answer previous questions. Time allowed for MC questions is 1 minute per question. Times for written question will vary based on the weight of each question.

**Test #1 (17%)** Nov. 9, 2020: Corsini Chapters 1, 2, 3, 4, 9, all lecture slides, *plus* AR 1) Seligman, and 2) What is a theory ?

**Test #2 (20%)** February 1, 2021 Corsini Chapters 5, 6, 7, 8, 11, 12, 13 all lecture slides *plus* Assigned Reading Corey

Both tests will consist of multiple choice, short answer and essay style questions covering the text and supplemental chapters covered to date. The second test is not cumulative.

Wedding/Corsini sections covered for each Chapter: Basic Concepts, Personality, Variety of Concepts, Psychotherapy including theory of psychotherapy, process of psychotherapy, mechanisms of psychotherapy

### **Seminar Presentation (11%)** Feb. 8 to March 29, 2021

Each student is expected to make an on-line presentation to the the class during the scheduled class time. Your one-hour presentation will be done in a group of four people. The presentation can include lecture, audiovisual material, exercises, and guided group discussion. A list of suggested topics will be provided. Feel free to discuss additional topics

with me. Topics and presentation dates will be established early in the first term. You will need to have your topic and proposed readings approved by the course director. You will be expected to research your area of interest and present the material in a clear and organized manner.

More specific guidelines regarding the expectations for the presentation will be discussed in our scheduled class times via zoom.

### **Class Format and Attendance Policy**

This seminar is presented both synchronously and asynchronously. Lectures on each topic are pre-recorded and available via eClass . Discussions, class activities, film presentations, group presentations and the skills labs will occur during scheduled class times via zoom.

**STUDENTS ARE EXPECTED TO ATTEND ALL ZOOM CLASS MEETINGS DURING SCHEDULED CLASS TIMES.** Students are expected to have listened to the relevant lecture and completed reading material and weekly assignment *prior* to the zoom meeting during scheduled class times. Attendance is taken during scheduled zoom classes. Students are expected to be available via both video and audio.

### **Useful links describing computing information, resources and help for students:**

<u>Student Guide to Moodle (eClass)</u>	<a href="https://lthelp.yorku.ca/student-guide-to-moodle">https://lthelp.yorku.ca/student-guide-to-moodle</a>
<u>Computing for Students Website</u>	<a href="https://student.computing.yorku.ca/">https://student.computing.yorku.ca/</a>
<u>Student Guide to eLearning at York University</u>	<a href="http://elearning-guide.apps01.yorku.ca/">http://elearning-guide.apps01.yorku.ca/</a>
<u>Learning Skills Services</u>	<a href="https://lss.info.yorku.ca/online-learning/">https://lss.info.yorku.ca/online-learning/</a>
<u>Zoom@YorkU User Reference Guide</u>	<a href="http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf">http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf</a>
<u>Zoom@YorkU Best Practices</u>	<a href="https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf">https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf</a>

**A way to determine Internet connection and speed:** there are online tests, such as [Speedtest](https://www.speedtest.net/), <https://www.speedtest.net/> that can be run.

### **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 2020-21](#)

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

For any missed quiz or late assignment, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a valid reason for missing an evaluated component in the course must be provided. Valid reasons are limited to medical emergencies. Employment conflicts **are not** an valid reason to miss scheduled tests.

[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 quiz or late assignment.

### Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 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 22.	Sept 22.	Jan. 25
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

### Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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 Academic Integrity and Plagiarism Detection**

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity module](#) at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

### **Electronic Device Policy**

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

### **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 by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

## **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.

## **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 university encourages students with disabilities to register with ***Student Accessibility Services (SAS)*** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

<https://accessibility.students.yorku.ca/>

## **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

## **Student Well-Being Resources:**

[BounceBack Ontario](#) offers a free skills-building program in two forms of support: online videos; and telephone coaching sessions with guided workbooks.

A complete list of mental health and wellness resources available at York can be found on the University's [Mental Health and Wellness](#) website, [yorku.ca/mentalhealth](http://yorku.ca/mentalhealth).



## Course Materials Copyright Information

These course materials are designed for use as part of the Psych 4060B 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

- Sept. 14      Course Introduction
- Sept. 21      Intro to 21<sup>st</sup> Century Psychotherapies (CP: Chapter 1)  
What is a theory? (AR eClass)
- Sept. 28      Therapeutic Relationship; Therapist Contributions and Role  
Assigned Reading (**AR**): Seligman: Contexts of effective treatment  
Assigned reading (**AR**): Vazquez (2014) Integration of Multicultural and  
Psychoanalytic Concepts pgs. 435-440  
  
Film: [Culturally sensitive psychotherapy with a young Asian American man](#)
- Oct. 5        Psychoanalysis  
(CP: Chapter # 2)  
AR: Summers (2014) Ethnic Invisibility, Identity and the Analytic process  
  
Film: [Object Relations Therapy](#)  
  
**LAB:** Group A
- Oct. 12      Thanksgiving – no class
- Oct. 19      Adlerian Psychotherapy:(CP: Chapter #3)  
Film: [The Eldest Child as Substitute Parent](#)  
  
**LAB:** Group B

- Oct 26      Client-Centered Therapy  
(CP Chapter #4)  
  
Film: [Person Centered Therapy](#)  
**LAB:** Group A
- Nov. 2      Gestalt Therapies  
(CP: Chapter 9)  
  
Film: [Gestalt therapy](#)  
**LAB:** Group B
- Nov. 9      **Test #1**
- Nov. 16     Rational Emotive Behaviour Therapy (CP Chapter 5)  
Film: [Rational Emotional Behavior Therapy for Addictions](#)  
**LAB:** Group A
- Nov. 23     Behaviour Therapy  
(CP Chapter #6)  
Film: [Modeling Exposure Therapy and Response Prevention to Treat Obsessive Compulsive Disorder](#)  
**LAB:** Group B
- Nov. 30     Cognitive Therapy  
(CP: Chapter #7)  
Film: [Cognitive Therapy for Depression](#)  
**LAB:** Group A
- Dec. 7      Feminist Therapy  
(AR: Corey, eClass)  
Film: [Boys to Men: Are You Listening?](#)  
  
**LAB:** Group B

- Jan. 11      Existential Psychotherapy  
 (CP: Chapter 8)  
 Film: [Existential Humanistic Therapy](#)  
**LAB:** Group A
- Jan. 18      Positive Psychotherapy (CP: Chapter 13)  
 Film: [Transpersonal and Positive Therapy With a Middle-Aged Man](#)  
**LAB:** Group B
- Jan. 25      Contemplative Therapies  
 (CP: Chapter 12)  
 Application Exercise #11  
 Film: [Mindfulness-Based Therapy for Insomnia \(MBTI\) in a Group Therapy Session](#)  
**LAB:** Group A
- Feb. 1        Test #2
- Feb. 8        Student Presentation  
**LAB:** Group B
- Feb. 15      Reading week – no class
- Feb. 22      Student Presentation  
**LAB:** Group A
- March 1      Student Presentation  
**LAB:** Group B
- March 8      Student Presentation  
**LAB:** Group A
- March 15     Student Presentation  
**LAB:** Group B

March 22 Student Presentation  
LAB: Group A

March 29 Student Presentation  
LAB: Group B

April 5 Final Paper Due