

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4060 6.0 Section E: COUNSELLING PSYCHOLOGY**  
**Wednesdays 8:30 – 11:30 a.m./ Online via Zoom**  
**Fall/Winter 2020-2021**

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**Welcome to PSYC 4060: Counselling Psychology! Although I have taught this course a number of times, this year a new wrinkle has been inserted: We can all enjoy the course from the comforts of our home! The course structure has remained the same except all fall semester lectures will be delivered synchronously online via Zoom. Lectures will NOT be recorded. If you miss a class, you can ask a classmate for the material. Given it is a course on counselling theories and skills, you are expected to attend all classes and active participation is required and marked (see below for details on marking).**

**Instructor and T.A. Information**

Instructor: Shari Geller  
Office Hours: By Appointment  
Email: drsharigeller@gmail.com (www.sharigeller.ca)

**Note: Please put the 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 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: [eClass](#)**

All course materials will be available on the course eClass site.

**Course Description**

The purpose of the course is to provide an introduction to different 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

The classes will be in the form of an online seminar. The first half of the course will include lectures, class discussion, videos and experiential exercises to help stimulate learning of therapeutic approaches. The second half of the course will include clinical skill development as well as student presentations on various topics recommended by the course director and chosen by the student.

## Required Texts

1. Wedding, D., & Corsini, R. J. (2019). *Current Psychotherapies (11th edition)*. Belmont, CA: Brooks/Cole.

\*\*\*OR\*\*\*

*MindTap e-book*: PSYC 4060, Section E, MINDTAP e-book for Current Psychotherapies, Prof S Geller, York, 2020-21

*Course Link URL*: <https://login.nelsonbrain.com/course/MTPNNBDQN8FK>

*Course Key*: MTPN-NBDQ-N8FK

*This e-book will be available for purchase through the York University bookstore website.*

*Please note that the 6-month access purchased through the bookstore will last for the entire academic year.*

**You only need to purchase ONE of these two options. Please purchase the MindTap e-book if you would like supplementary online tools (in addition to the textbook) to support your learning.**

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 (if known)	Weighting
Core Therapists Value Proposal	September 23, 2020	
Core Therapist Value Paper	October 28, 2020	20%
Take Home Exam	December 2, 2020	20%
Seminar Presentation	Second Term Dates TBA	20%
Final Paper	April 7, 2021	20%
Class Participation	Ongoing	20%
<b>Total</b>		<b>100%</b>

## Description of Assignments

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

This 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 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. Take Home Exam (20%)**

This exam will consist of 2-4 essay style questions. Answers will be expected to be 3-4 pages long (typed-double spaced). You will have 2 weeks to complete the exam. Questions will be handed out on November 18, 2020 and the exam is due during class time on December 2, 2020. Late exams will NOT be accepted except in circumstances involving a medical illness, family death, or personal crisis. A doctor's note or some other form of official documentation will be required in these cases.

## **3. Seminar Presentation (20%)**

Each student is expected to make a presentation to the rest of the class in the second term. Your presentation will be done in a group of 2-3 people (max 3 people) and will be conducted in class for the duration of the class time. The presentation can include lecture, audiovisual material, exercises, and guided group discussion. A list of topics will be provided along with corresponding presentation dates. Topics and presentation dates will be established late 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. Each member will be graded individually.

Students may be expected to provide a brief suggested reading list and a copy of one of the suggested readings two weeks prior to the presentation, and to submit an outline and brief summary of the presentation on their scheduled presentation dates. More specific guidelines regarding the expectations for the presentation will be discussed in class.

## **4. Final Paper (20%)**

The term paper may be an elaboration of the same topic as the seminar presentation, or students can choose a different topic (with approval of 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, 7<sup>th</sup> Edition, 2019*. Papers should be approximately 10-12 double spaced pages (2500-3000 words), excluding references.

## **5. Participation (20%)**

Class participation will be evaluated based on reliable seminar attendance, active and engaged participation, knowledge and evidence of complete relevant readings, and reflection in class discussions. You can utilize MindTap activities (for the Wedding and Corsini book) to help develop your knowledge of material and clinical skills.

All classes will be taught synchronously, and attendance will be taken. Students will be asked to keep their video cameras turned on to enhance engagement of counselling skills and concepts, as well as to create a safe virtual classroom where all students feel comfortable engaging. It is important to prepare for each meeting by completing the assigned readings prior to each class.

### 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 legitimate reason (i.e. significant illness, death in the family) for missing or being late for an evaluated component in the course must be provided. You must notify the Course Director within 24 hours of the due date for consideration, along with providing a reason for consideration of late assignment. If you hand in an assignment late without proper notice or approval from the Course Director, 10% of the final grade for that assignment will be deducted from your mark per day.

[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 & Information

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

Important dates	Fall (F)	Year (Y)	Winter (W)
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course <b>with</b> permission 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

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 Plagiarism Detection**

Turnitin will be used for all paper submissions.

### **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. Cell phone use for personal use is not allowed during class time, and will limit your learning of counselling skills.

### **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](#).

## **Course Materials Copyright Information**

These course materials are designed for use as part of the PSYC 4060 6.0 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](#).

## TENTATIVE FALL TERM COURSE OUTLINE 2020

EXPECTED DATE	LECTURE TOPIC & ASSOCIATED CHAPTER
September 9	Intro to Course: Preparing the Ground
September 16	Intro to Counselling; Importance of Self-Development <i>(CP: Chapter 1; TP: Intro and Chapter 4 and 8)</i>
September 23	Therapeutic Relationship; Therapist Contributions and Role  Intro to Therapeutic Presence <i>(TP: Chapter 1-2)</i> <b>Proposal due for Core Therapist's Quality Paper</b>
September 30	Therapeutic Presence (TP); Foundation for Therapy  <i>(AR: Geller &amp; Greenberg, 2002 paper; TP chapters 5-6; 9-10)</i>  <b>Development of Core Therapist's Quality Begins (4 weeks)</b>
October 7	Creating Safety: Emotionally and Neuro-physiologically  <i>(AR: Geller &amp; Porges, 2014 paper; TP: Chapter 3)</i>
October 14	<b>No Class: Fall Reading Week</b>
October 21	Psychodynamic Therapy <i>(CP: Chapter # 2 and 3)</i>
October 28	Cognitive-Behavioral Therapy <i>(CP: Chapter # 6 and 7)</i>  <b>Core Therapist's Quality Paper Due Today</b>
November 4	Rational Emotive Therapy <i>(CP: Chapter # 5)</i>
November 11	Client-Centered Therapy <i>(CP: Chapter # 4)</i>
November 18	Gestalt Therapy <i>(CP: Chapter # 9)</i>  <b>Take Home Exam Handed Out</b>
November 25	Emotion Focused Therapy (EFT)  <i>(Additional Readings EFT: A clinical synthesis</i>  <i><a href="http://focus.psychiatryonline.org/article.aspx?articleid=53063">http://focus.psychiatryonline.org/article.aspx?articleid=53063</a>)</i>
December 2	Cultural Sensitivity in Therapy <i>(TP: Chapter 15)</i>  <b>Take Home Exam Due</b>

## TENTATIVE WINTER TERM COURSE OUTLINE 2021

EXPECTED DATE	LECTURE TOPIC & ASSOCIATED CHAPTER
January 13	Mindful Self-Compassion; Barriers <i>(CP: Chapter 12; additional reading; TP: Chapter 7)</i>
January 20	Couple/Family Counselling <i>(CP: Chapter # 11)</i>
January 27	Student Presentation or TBA
February 3	Student Presentation/Clinical Skills
February 10	Student Presentation/Clinical Skills
February 17	<b>No Class: Winter Reading Week</b>
February 24	Guest Lecturer: Strengthening Clinical Skills
March 3	Student Presentation/Clinical Skills
March 10	Student Presentation/Clinical Skills
March 17	Student Presentation/Clinical Skills
March 24	Student Presentation/Clinical Skills
March 31	Student Presentation/Clinical Skills
April 7	Endings; <b>Final Paper Due</b>

**CP** = Current Psychotherapies; (Wedding and Corsini, 2019)

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

**AR** = Assigned Reading