

Faculty of Health
Department of Psychology
PSYC 4061 3.0 B: THEORETICAL APPROACHES TO COUNSELLING AND
PSYCHOTHERAPY
Thursdays/8:30am to 11:30am/ Remote, Online Classes via Zoom
Fall 2020

Instructor and T.A. Information

Instructor: Jennifer Lewin, Ph.D., C.Psych

Office: -

Office Phone: -

Office Hours: Thursdays 11:30am to 12:30pm via Zoom

Email: jlewin@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: [eClass](#)

Course Delivery and Technical Course Requirements

This course will be **remotely delivered**. This type of course delivery means there will be *no in-person interactions or any activities on York campus*. I will be teaching this course **synchronously** – which means that I will be holding “live” lectures via Zoom, where the expectation is that we (me and all students) will meet during our scheduled lecture times outlined by the Registrar’s Office’s website. So, for PSYC4061B that means remote, live lectures will be held on Thursdays mornings, 8:30am to 11:30am, starting Thursday, September 10, 2020.

In order to fully participate in PSYC4061B you will need to have access to:

1. Stable, higher-speed internet connection
2. Computer (and/or smart device) with webcam & microphone

While this course is being delivered remotely, it is still being run with the same expectations for a smaller class size, fourth year seminar course in which students are strongly encouraged to attend classes and actively engage in class discussions. As such, it is expected that during Zoom lectures that students choose video mode and will be unmuted for this small, seminar course.

Please note: You can use online tests, such as SpeedTest, to determine the strength/speed of your internet connection.

Also, here are some useful resources, providing different York University computing information that may come in handy:

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

Course Description

This course provides an overview of key theoretical aspects for some of the major counselling/ psychotherapeutic paradigms. The goal of this course is to introduce students to different theoretical approaches to counselling and psychotherapy and provide them with opportunities to critically examine and reflect on the theoretical and technical (i.e., specific treatment interventions) similarities and differences between them. Key differences in theory and practice among various psychotherapy paradigms will be highlighted by the use of a case study. Students will also begin to critically evaluate and reflect on their own values, biases, and personal preferences in relation to these various theoretical approaches through written work, class discussions based on journal articles, and class activities.

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.

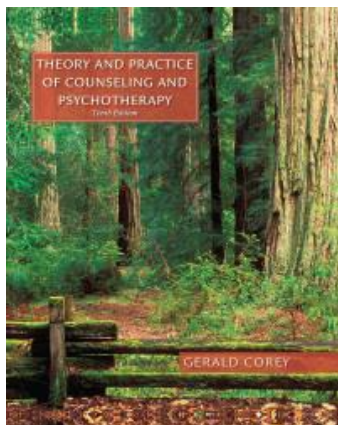
4. Locate research articles and show critical thinking about research findings in theoretical approaches to counselling and psychotherapy.
5. Express knowledge of theoretical approaches to counselling and psychotherapy in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Specific Learning Objectives

1. Case studies & in-class exercises will be used to highlight similarities and differences in theory and practice among various psychotherapy paradigms
2. Students will have the opportunity to critically evaluate their own values, biases, and personal preferences in relation to various theoretical approaches

Required Text

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*, 10th edition. Belmont, CA: Brooks/Cole.



Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Test 1	October 29, 2020	25%
Written Reflections	Oct. 8 & 22 and Nov. 19	15%
Theoretical Paper	November 28, 2020	26%
Participation	On going	5%
Class exercises	Pop-Up activities	4%
Take home Test	Due during final exam period	25%
Total		100%

Description of Assignments

A. TEST 1

Date: Thursday, October 29, 2020

Time to write: 2 hours

Worth: 25% of final grade

Test 1 will consist strictly of multiple-choice questions based on class lectures, textbook readings, and articles assigned and discussed in class. Test 1 will be based on lecture material, including videos and demonstrations, and all textbook readings and assigned articles presented from Lectures 1 (Sept. 10).to Lecture 6 (Oct. 22). Testing for Test 1 will happen using eClass..Further information regarding Test 1 will be discussed in class once the course starts and updates will be provided under “Course Announcements” on eClass.

B. WRITTEN REFLECTIONS

Dates: October 8, October 22, and November 19

...**Time to Complete:** 48 hours (Saturday by 11:30am) via eClass submission

....**Worth:**15% (3 written reflections worth 5% each)

You will be graded on 3 written reflections (worth 5% each). Written reflections for the above mentioned dates will be based on lecture material presented on those days. The purpose of these reflections is to provide students with the opportunity to critically reflect and apply their knowledge in written form. Reflections will be no more than 2 typed, doubled spaced, (12 font) pages, and depending on the question posed can be answered using a combination of full sentences and point form notes. Students will be marked based on ability to correctly apply theoretical concepts and effectively convey their knowledge and understanding in written form. Please note: There are no make-ups for missed written reflections and you will receive a zero. If you miss submitting a written reflection for a valid reason then arrangements can be made for the missed work, however some type of documentation will be required. Please contact the instructor immediately following missing the submission of a written reflection. More details regarding written reflections will be provided during the first class and will be found in Lecture 1 slides, posted on eClass.

C. THEORETICAL PAPER/ESSAY

Due Date: Saturday, November 28th via Turnitin by 12pm (noon)

Length: 7 to 8 pages, typed, 1-inch margins, 12 font, double spaced pages, not including title page, abstract, or reference list

Format: APA style (7th edition)

Worth: 26% of final grade

****There will be a 5% deduction per day that your paper is handed in after the set deadline.***

The theoretical term paper will give you the opportunity to research and write about a current controversy or contentious issue in the psychotherapy world OR provide a thoughtful critique on a particular psychotherapy model. In both cases, you will provide an *in-depth critical analysis* on your topic of choice. Your paper can be based on some aspect of any of the counselling/psychotherapy approaches discussed in this course or you can base your paper on a different psychotherapy approach. You will need to take a stance (i.e., explicitly state your thesis or the stance you will be arguing and backing up with evidence in the literature). Overall, your goal will be to provide a sensible and convincing position regarding the contentious issue or provide a thoughtful critique of a particular therapy approach or topic. Every student is expected to submit their own *unique paper* that is completed *independently* from other classmates and has not been submitted for other courses.

The paper is due on Saturday, November 28th, 2020 via Turnitin on eClass by noon. The paper is to be 7 to 8 pages in length (double spaced, one-inch margins). *Please note:* the page length indicated **does not include** the title page, abstract, or reference page. APA style (7th edition) is to be used and will be factored into your grade on the paper. Also, you are **required to reference at least 5 recent (i.e., last 10 years) peer reviewed journal articles** (although do not limit yourself if you wish to reference more articles). *Please note:* grammar and spelling will also be evaluated and will factor into your grade on the paper. It is not a requirement; however, I am happy to and would encourage you to briefly discuss your topic and thesis with me.

Marking Rubric for Theoretical Paper (out of 100 marks)

Abstract – provide a succinct paragraph that captures all APA abstract elements	/5
Introduction & Thesis Statement – provide concise, relevant intro, clearly stating what you will be discussing in your paper & <i>your position</i> regarding the controversial issue or critical analysis	/15
General content - depending on topic, e.g., provide history, summary of theory of therapy, background information on topic that is necessary, relevant and adequate in amount	/10
Critical Analysis (body of paper) – restate thesis, quality of analysis & critical evaluation; use of at least 5 peer-reviewed journal articles	/35
Conclusion – quality of summary of arguments, & captures all APA conclusion elements (e.g., no new information (e.g., new research) should appear in conclusion)	/10
APA format – properly cited articles throughout the paper; APA formatted title page, abstract, & reference page, effective & correct use of headings	/10
Overall Evaluation of Presentation of Arguments – are the arguments presented in a compelling, persuasive manner, clear organization of content; effectively guides the reader with a logical sequential flow; quality of writing ability/style, correct grammar/spelling throughout paper	/15

D. PARTICIPATION

Length: throughout the whole course

Worth: 5% of final grade

The expectation for this course is that you will attend all Zoom lectures and engage with the course material. Student participation will be examined in a number of ways during the course. For example, class discussion will be encouraged – sharing your opinions and reflections on course material, journal articles, or class exercises will really help you to learn course material at a deeper level and hopefully will lead to lively discussions. Moreover, making sure to read journal articles before the lecture and join in the class discussion are both encouraged and will factor into your participation mark.

E. CLASS EXERCISES

Due: throughout the course

Worth: 4% of final grade

To help deepen your theoretical knowledge, experiential exercises will be engaged in during class (or you will be given a brief exercise to do in between classes) to help with your understanding and experience of how psychotherapy theory is translated into and applied to psychotherapy practice. You will be graded on 2 out of 3 pop-up activities (2% per activity X 2 marked pop-up activities =4%) For example, you may be asked to complete an experiential exercise in between classes (e.g., complete a “thought record”; self-monitor a particular behaviour) and submit it the following class. As noted, there will be a total of 3 pop up activities, but only 2 of the activities will graded and contribute to your final grade. Please note: There are no make-ups for missed pop-up activities and you will receive a zero.

F. TAKE HOME TEST 2

Date Take-Home Test is posted on eClass: December 1, 2020

Due Date: during exam schedule

Worth: 25% of final grade

The take-home Test will be posted on moodle on Tuesday, December 1, 2020. The final take home test will involve applying concepts/knowledge that you have accumulated over the *entire course* to questions based on case studies provided. More details regarding the take-home test will be provided during lecture 1 and closer to when the test is posted on moodle..

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 2020-2021](#)

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. See assignment for late penalties.

[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.

Attending Physician Statements (APS) will not be requested during the Fall 2020 session due to COVID-19.

Add/Drop Deadlines

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

	Fall 2020
Last date to add a course without permission of instructor (also see Financial Deadlines)	September 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	October 6
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 6
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 7 to Dec. 8th

***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

The university has subscribed to the Turnitin service which helps professors identify internet plagiarism and helps students maintain academic integrity. The work submitted by you in this course will be submitted through Turnitin via eClass.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) as 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.

Attendance Policy

Students are expected to attend all Zoom seminar classes. Class participation will make up a portion of your final grade in the course. There is no “make-up” for a missed online class. If a student must miss a class, it is expected that the student will read the chapter(s)/article(s) for that week in order to facilitate learning and prepare for tests and written assignments.

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 PSYC4061 Section B 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 Schedule***

Date	Lecture Topic	Readings
Sept. 10	Introduction & Therapy Integration	Chapters 1, 2, & 15
Sept. 17	Psychoanalysis	Chapter 4 + assigned reading*
Sept. 24 reading++++	Psychoanalysis continued	Chapter 4 + assigned
October 1	Person-Centred Therapy	Chapter 7 + assigned reading*
October 8	Person-Centred Therapy continued	Chapter 7 + assigned reading*
October 22	Gestalt + Emotion-Focused Therapies	Chapter 8 + assigned readings*
October 29	*****TEST 1*****	
Nov. 5	Behaviour Therapy	Chapter 9 + assigned reading
Nov. 12	Behaviour Therapy continued (MI)	Chapter 9 + assigned reading
Nov. 19	Cognitive Behavioural Therapy	Chapter 10 + assigned reading
Nov. 26	Cognitive Behavioural Therapy cont	Chapter 10 + assigned reading
December 3	Ethical issues in Counselling	Chapter 3 + assigned reading

*Assigned readings (which will consist of various journal articles, book chapters, etc.) will be posted ahead of lectures on eClass for students to have time to read the material.

***Please be aware that course schedule/readings are subject to change prior to course starting. Please look to course announcements and updates on eClass for any changes.

+++I have been summoned for jury duty screening at 9am on September 24th. We will discuss during lecture 1 different options for the September 24th lecture.