

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4060 6.0 C: COUNSELLING PSYCHOLOGY**  
**Tuesdays/11:30am-2:30pm/Online**  
**F/W 2020/2021**

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**Instructor Information**

Instructor: Dr. Andrew Shaul

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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 Description**

The format of the course is seminar style, which entails a combination of lecture, group discussion and analysis, occasional films and demonstrations, group exercises, and student presentations. The main goal of the course is to give students an overview of the major schools of counselling/psychotherapy, and to provide an in depth analysis of the theoretical background and techniques associated with each school. It is also intended to provide students with the opportunity to engage in some actual clinical practice through exercises and role-playing, though we will need to adjust to the remote nature of the class this year. Regardless, it is hope that the course will help students learn to evaluate critically different therapy models.

**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.

### **Required Text**

Current Psychotherapies (11<sup>th</sup> edition) by Corsini, R.J. & Wedding, D.

### **Course Evaluation**

The evaluation will be based on 4 separate components, with the following breakdown:

Fall Take-home Exam:	30% (due Tuesday, December 8th)
Seminar Presentation:	25% (during winter term)
Final Paper:	30% (due Tuesday, April 1st)
Class Participation:	15%

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### **Description of Assignments**

**Take home exam:** This exam will consist of 3-5 essay style questions. Answers will be expected to be about 2-3 pages long (typed, double spaced). You will have 2 weeks to complete the exam. Questions will be given to you 2 weeks prior to the due date (Tues. November 24th), and it is due Tuesday, December 8th. Late exams will only be accepted without penalty in circumstances of medical illness or personal crisis. Some form of official documentation may be required in these cases.

**Seminar Presentation:** Each student is expected to make a presentation to the rest of the class. Your presentation must be done in a group of 2 or 3 people. You will need to have your topic approved by the course director. A list of suggested topics will be provided during the fall term. You will be expected to research your topic, and present the material to the class in a clear and detailed manner. You may also choose to suggest readings to the rest of the class prior to the presentation. Although you will be graded as a group, the course director may choose to provide individual grades if deemed appropriate. More specific guidelines and expectations regarding the presentation will be made available during the fall term. We will also need to adapt to the remote nature of this year's class. I am told that Zoom has the technology needed for group presentations.

**Final Paper:** This paper can be done on the same topic as your seminar presentation, or you can select a different topic (with the course director's approval). Briefly, your paper should entail a comprehensive review of literature relevant to your topic, along with a critique of that literature. You will be expected to write your paper according to APA format. The length of the paper is expected to be between 15-20 pages (typed and double spaced). Depending upon the needs and wishes of the class, we may devote a session to

discussing how to write a psychology paper and how to adhere to APA style and format. The paper is due on Tuesday, April 6th. Late papers will only be accepted without penalty in circumstances of medical illness or personal crisis, and some form of official documentation may be required.

**Class Participation:** Class participation will be evaluated based on reasonably consistent seminar attendance, and by active and informed participation in our discussions. It will be helpful to prepare for each seminar by finishing the assigned readings prior to class. You will also be expected to complete and submit (via e-mail) a brief summary of each therapy model discussed in class using the “Therapy Analysis Forms.” These forms will be explained fully in the first class. Although they will not be graded, each student is expected to complete them according to the lecture schedule. Completing these forms is expected to help students understand each of the therapy models presented.

### **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 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2020-21](#))

### **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.

### **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 may result in a grade of zero for the test/assignment.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 - 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. 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 - Apr. 12	March 13 - Apr. 12

**\*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.*

## 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](#).

## 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](#).

**Psychology 4060 6.0C – F/W 2020/2021**  
**Tentative Lecture Schedule**

<b>Date</b>	<b>Topic</b>	<b>Chapter</b>
Sept. 15	Introduction to Course	-
Sept. 22	Introduction to Topic/Definitions/ Ethical Principles	1
Sept. 29	Psychoanalysis	2 (TAF)
Oct. 6	Special Topic: Clinical Perception	-
Oct. 13	Reading Week – No Class	
Oct. 20	Client-Centered Therapy	4 (TAF)
Oct. 27	Special Topic - Empathic Listening	
Nov. 3	Gestalt Therapy	9 (TAF)
Nov. 10	Class exercises/experiential	-
Nov. 17	Rational Emotive Therapy	5 (TAF)
Nov. 24	Cognitive Behavioural Therapy	6,7 (TAF)
Dec. 1	Mental Imagery Techniques	-
Dec. 8	Role Play/Experiential Exercises ** Take Home Exam Due	-
	(HOLIDAY BREAK)	
Jan. 5	Couples/Family/Group therapy	11 (TAF)
Jan. 12	Experiential Exercises	-
Jan. 19 to end of term	** Seminar Presentations **	

We will likely have at least a few seminars left after all the presentations are completed. The topics covered in these seminars will be determined as the course progresses, and will attempt to address the needs and wishes of the class.

\* Dates for handing in Therapy Analysis Forms are indicated above by (TAF)