

**DEPARTMENT OF PSYCHOLOGY, FACULTY OF HEALTH, YORK
UNIVERSITY**

**SKILLS AND TECHNIQUES IN COUNSELLING AND
PSYCHOTHERAPY
PSYC 4062 3.0 A – 2011 (Term S2)**

Course Director:	Dr. Vasanthi Valoo
Lecture Time:	Mondays and Wednesdays: 7PM – 10PM
Location:	CB 122
Course Duration:	June 20, 2011 – July 29, 2011
Office Hours:	By Appointment
Secretary:	Ms. Agnes Levstik, 416-736-5125
Email:	valoo@yorku.ca (<u>Always include PSYC 4062 in the subject line</u>)

CALENDAR DESCRIPTION

The course examines skills that are common to many modern psychotherapists. Theoretical papers and empirical studies evaluating various therapeutic techniques and clinical skills are considered. A more detailed description will be available when an instructor has been assigned.

PREREQUISITES

AK/AS/HH/SC/PSYC 1010 6.0 or AK/PSYC 2410 6.0 with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.0 or AK/PSYC 2530 3.0; AK/AS/SC/PSYC 2021 3.0, AK/AS/HH/SC/PSYC 2020 3.0 or AK/PSYC 2510 3.0 or substitutes; AK/AS/HH/SC/PSYC 2130 3.0 or AK/PSYC 3220 3.0; AS/HH/SC/PSYC 3140 3.0 or AK/PSYC 3215 3.0., AK/PSYC 4061 3.0. or AK/PSYC 4210 3.0. Students must be in an Honor Program in Psychology and have completed 14 university courses or 84 credits (Excluding Education Courses). Course credit exclusion: AK/AS/HH/SC/PSYC 4060 6.0, AK/PSYC 4210 3.0, AK/PSYC 4240 3.0.

REQUIRED TEXTS

Young, M. E. (2005). *Learning the Art of Helping: Building Blocks and Techniques*. (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

EXPANDED COURSE DESCRIPTION

The goal of this course is to introduce students to the counselling/psychotherapy process. The experiential course format will provide an opportunity for you to develop foundational skills and techniques in counselling/psychotherapy. Students

will increase their understanding of how life experiences, values, and biases influence the counselling/psychotherapy process. Given the likelihood that personal information will be disclosed in class, students are required to adhere strictly to rules of confidentiality. The lectures may be supplemented by films and videos and invited guest/s.

LEARNING OBJECTIVES

- To understand and develop foundational skills and techniques used in counselling/psychotherapy.
- To develop the ability to reflect on the influence of one's life experiences, values, and biases on the helping process.
- To critically evaluate the adequacy of current practice and research related to the counseling/psychotherapy process with members of identified groups.

TENTATIVE EVALUATION

Participation	30%
Class Presentation	20%
Transcript Assignment	20%
In-class Test	30%

*Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

ORGANIZATION OF THE COURSE

PARTICIPATION - 30%

Your grade will be determined by attendance, timeliness, familiarity with and comprehensiveness of readings, active participation in group activities, critical thinking and usefulness of your comments, and participation in in-class exercises/activities.

IN-CLASS TEST – 30%

Multiple Choice and Short Answer

GROUP PRESENTATION (GROUPS OF 3-4) - 20%

- You will investigate the adequacy of the counseling/psychotherapy process by exploring whether skills/techniques may be adapted for more effective work with members of an identified community.

- Each class group will focus on an identified community.
- You will review the literature (minimum 5 references) to investigate the adequacy of the helping process with members of an identified community.
- Presentations (40-45 minutes) will be based on your review of relevant literature and will be graded according to the following criteria:
- The applicability/limitations of the use of specific skills and techniques with members of an identified community.
- Factors that facilitate the counselling/psychotherapy process with members of an identified community.

TRANSCRIPT ASSIGNMENT – 20%

Each student will conduct, record, and transcribe a 15-minute interview with a member of the class. The interview will demonstrate the use of at least 10 skills and techniques. Proper academic performance depends on the students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed to the Course Director in class on the due date.

GRADING, ASSIGNMENT SUBMISSION, LATENESS PENALTIES AND MISSED TESTS

For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf

Missed Tests: Students with a documented reason for missing a test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. Accommodations may be permission to write a make-up test, reweighting of course evaluations. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Students who miss a test must notify the course director prior to the test and will only be able to write a make-up test if they have valid documentation to support their absence. Serious illnesses and family tragedies are the only acceptable justifications for missing a test. **Please note** that there is no guarantee that the make-up test will follow the same format as the original and the date of the make-up test will be assigned by the course director.

Students will not be able to defer their presentation. If a student is absent on the day of their presentation, he or she will receive a zero. For the presentation, the

remaining group members will still be expected to complete the presentation and will be graded accordingly.

Students are also expected to be aware of York's policies regarding academic dishonesty and any other policies of relevance.

Assignments received late than the due date will be penalized (1 grade point per day that the assignment is late). Students with a documented reason for missing the due date, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor.

ADDITIONAL TEST INFORMATION

- For tests you must bring York sessional and photo ID

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) -

http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

TENTATIVE COURSE OUTLINE

Week	Date	Topic	Reading/s
1	June 20 Mon	Introduction, Helping as a Personal Journey Nuts and Bolts of Helping	Chapter 1, 2
2	June 22 Wed	The Therapeutic Relationship	Chapter 3
3	June 27 Mon	Helping Someone who is Different	Chapter 4
4	June 29 Wed	Invitational Skills Reflecting Skills	Chapter 5, 6
5	July 4 Mon	Student Presentations (20%)	
6	July 6 Wed	Student Presentations (20%)	
7	July 11 Mon	Reflecting Skills	Chapter 7, 8
8	July 13 Wed	Challenging Skills Assessment and the Initial Interview	Chapter 9, 10
9	July 18 Mon	Transcript Exercise	
10	July 20 Wed	In-Class Test (30%)	Chapters 1-10
11	July 25 Mon	Goal Setting Skills Solution Skills	Chapter 11 Chapter 12
12	July 27 Wed	Outcome Evaluation and Termination Skills Transcript Assignment Due (20%)	Chapter 13