

Proposal for Undergraduate Disciplinary Certificate in Counselling and Mental Health

Disciplinary Certificate

Definition: A series of courses in a specific area of study that form a distinctive complement to studies in an undergraduate major discipline. The majority of courses taken towards the Certificate will be in one major discipline. Whenever a student's major discipline coincides with that of the Certificate not all of the course credits used to satisfy Certificate requirements may also be used to satisfy degree major requirements.

Minimum Standards: 24 credits, 18 of which would normally be at the 3000-level or above. At least 12 credits of the disciplinary courses that satisfy Certificate requirements must be in addition to those used to satisfy requirements of an undergraduate major. In order to receive the Certificate candidates must present a cumulative GPA of 4.0 or greater in the courses taken to satisfy Certificate requirements.

Admission / Graduation Application and Transcript Notation: Students seeking direct entry to a Certificate program must submit written application when applying for admission to the University. Students already enrolled in an undergraduate degree program are also expected to apply for entry to a Certificate program, normally prior to completion of 36 credits of their undergraduate degree program. Students must also submit application to graduate from a Certificate program. Applications should be obtained from and filed with the unit administering the Certificate program. Transcript notation that the requirements for a Certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a Certificate program.

(Note: These regulations do not apply to Certificate programs approved prior to September 2001. For information concerning regulations for program categories approved prior to September 2001, contact the University Secretariat.)

Undergraduate Certificate Proposal

1. Introduction

1.1 Provide a brief statement of the undergraduate certificate being proposed, including category, and indicate the parent program and/or unit in which the undergraduate Certificate will be administratively housed.

The proposed **Counselling and Mental Health Disciplinary Certificate** is designed to provide students with the foundational knowledge, critical thinking, therapeutic relationship and self-reflection skills necessary for future clinically oriented careers. The option to enroll in the Certificate will be available to students enrolled in the Bachelor of Arts (Honours) or Bachelor of Science (Honours) Programs in Psychology, and the Certificate will be administratively housed in the Department of Psychology. The Certificate will be completed **concurrently** with the student's degree requirements. Students will be expected to apply for entry to the Counselling and Mental Health Certificate prior to completion of their first 36 credits. Note that Specialized Honours students will not be excluded from enrolling in the Certificate but if they do so, their participation might entail their taking longer to complete their degree given the high number of Psychology courses the Spec Hons students are required to take, and provision that 12 Psychology credits required for the Certificate cannot count toward the student's psychology degree.

1.2 Comment on the appropriateness and consistency of the undergraduate certificate name with current usage in the discipline or area of study, as appropriate.

The title of the Certificate ("Counselling and Mental Health") reflects the Certificate's focus on preparing students for clinically oriented careers. It was also selected to align with current usage in the discipline, where 'counselling' is used to refer to a broad range of psychological interventions to assist individuals with mental health issues. We have avoided using the term 'psychotherapy' as the provision of psychotherapy is limited to specific health professions. With additional postgraduate training, holders of this Certificate will be able to register as a psychotherapist or other type of regulated health professional.

2. General Objectives of the Undergraduate Certificate

2.1 Provide a brief description of the general objectives of the undergraduate certificate.

As stated above, the Counselling and Mental Health Disciplinary Certificate is designed to provide students with the foundational knowledge, critical thinking, therapeutic relationship and self-reflection skills necessary for future clinically oriented careers. Students will use empirical research and experiential learning to study the continuum of human psychological experience as well as the psychological skills, therapeutic relationships and interventions that have been developed to address cognitive, emotional, and behavioural disturbances across the lifespan. The Certificate will prepare students to apply to post-graduate clinical training programs that lead to registration as a psychotherapist or social worker (e.g., Master of Arts in Counselling, Master of Social Work) or other helping professions that involve psychotherapy or counselling (e.g., Child & Youth Worker). Students who do not pursue further education can also use this Certificate to support employment in related careers (e.g., Shelter Worker/Women's Advocate; Residential Coordinator; Instructor Therapist for ASD; Case Manager; Community Services Program Coordinator; Research Coordinator) (See Appendix A for possible career paths stemming from this Certificate).

A key consideration in developing the Certificate is that students who complete it successfully will have received education in the ethical and legal guidelines and standards that undergird the mental health field and the roles and practices of mental health professionals. Toward this end, students graduating with the Certificate will have awareness of the limits to the scope of practice that mental health professionals must adhere to in general, and the limits of their own training in particular. Specifically, Certificate holders will have learned about the additional, post-graduate training required in order to practice psychotherapy and/or counselling safely, competently and legally.

An overarching goal of the program is to reduce barriers to mental health professional training in Canada and to support students of diverse backgrounds in pursuing a career in this field. We therefore envision the Certificate as one step toward mitigating the current ‘pipeline problem’ whereby there are fewer mental health professionals from socially disadvantaged, often non-white, communities available to serve such communities. The proposed disciplinary Certificate would act as a start to broadening access for members of such communities to mental health professionals of similar cultural and/or socioeconomic backgrounds. By actively supporting the diversification of students in the program, we intend to help grow mental health practitioners who possess the requisite, experientially grounded knowledge of contextual factors contributing to their clients’ psychosocial distress. Toward this end we intend to work closely with faculty and staff with such expertise and the relevant campus groups such as the Psychology Department’s EDI Committee, the Black Students in Psychology Association, and the University’s Indigenous Council.

2.2 Describe how the general objectives of the undergraduate Certificate align with University and Faculty missions and academic plans.

The Counselling and Mental Health Certificate aligns with York University’s mission and academic plan. York University’s overall mission is the “pursuit, preservation and dissemination of knowledge.” This is reflected in the most recent University Academic Plan (2020-2025), grounded in the core values of excellence, progressiveness, diversity and inclusion, social justice and equity, and sustainability. We believe our Counselling and Mental Health Certificate is well positioned to offer students an innovative, evidence-based curriculum that focuses on providing accessible mental health care from and to individuals from a variety of backgrounds. Three key Academic Plan priorities that our Certificate supports are: *21st Century Learning*, *Knowledge for the Future*, and *Living Well Together*. In the Academic Plan, *21st Century Learning* is described as reinventing programs to address emerging issues and labour market needs, teaching 21st century skills (e.g., digital fluencies, critical thinking), and offering students a “wider range of credentials.” The proposed Certificate would allow Psychology Honours students to deliberately build upon their Psychology Honours degree to enhance professional skills in the field of counselling. These skills include: empathic responding, critical thinking, research design and evaluation, and the creation/evaluation of novel mental health interventions (e.g., online workshops).

We anticipate that as mental health needs continue to rise as social and environmental unrest continues (e.g., climate change, the COVID-19 crisis, increased awareness of systemic racism), these skills will be needed more than ever. The plan also outlines that experiential learning is an important element of *21st Century Learning*. Our proposed Certificate emphasizes such experiential learning. For instance, our specialized fourth year course (PSYC 4063 3.0: Essential Processes in Counselling and Psychotherapy) would draw upon innovative research conducted by faculty members Dr. Tali Bortiz and Dr. Henny Westra to employ the evidence-based experiential learning technique of “deliberate practice” (watching, discussing, coding, and responding to video-taped psychotherapy sessions). Our Certificate also supports the University Academic Plan’s *Knowledge for the Future* priority. Our students would be integrated into Faculty’s research efforts (e.g., Dr. Bortiz and Dr. Westra’s research described above), and in so doing would support the “Healthy Individuals, Healthy Communities, and Global Health” research objective highlighted in York University’s Strategic Research Plan (2018-2023). Lastly, the Counselling and Mental Health Certificate supports the University Academic Plan’s priority of *Living Well Together*. Our Certificate foregrounds the importance of “meeting clients where they are at” – paying special attention to the unique life circumstances and social determinants of health at play in clients’ lives. For instance, our specialized second year course (PSYC 2140 3.0: Clinical Psychology for the 21st Century) focuses on understanding counselling and mental health disorders from multiple, systemic perspectives. Moreover, in fulfilling the C&MH Certificate requirements, students may choose between a Cultural Psychology course or, in the future, a potential course in Indigenous Mental Health with a planned new professorial hire specializing in this area. Thus we join York University in embedding human rights, equity, diversity, and inclusion into students’ training, and are excited to help students learn about mental health and counselling work as a force for justice. Finally, the Certificate would align with the UAP priority of ‘*From Access to Success*’ by offering online and evening sections of required courses. We also intend to proactively identify Certificate students who may be at risk of not fulfilling the cumulative GPA requirement in order to graduate with the Certificate, and to offer them additional supports. This may include for example, reaching out to the student and suggesting they schedule an advising appointment with our student advisor, and/or encouragement to consider attending PASS sessions or make use of Peer Tutoring through Calumet College and/or the Undergraduate Psychology Student Association.

This Certificate program also aligns with the Faculty of Health's most recent integrated resource plan (September 2020), which has as its vision "to be global leaders, transformers, and positive change makers for enabling better health for all." The Certificate aims to prepare students to become future leaders and innovators in the health professions or adjacent fields. As psychological distress is the leading cause of work-related disability in Canada (Government of Canada, 2016), our Certificate would support careers dedicated not just mental health but also wellbeing and relatedly enhanced productivity. In its integrated resource plan, the Faculty of Health champions creating "High quality, relevant, courses and programs that contribute to students' academic success, timely graduation, and life-long learning" (Objective 1.1 – part of Priority 1 – 21st Century Learning). We see our Certificate as particularly supporting Action Items 1.1.4 "Promote and support innovations in Teaching - targeting 21st century learning and teaching initiatives such as experiential education and TEL/eLearning that builds on remote learning initiatives"; 1.1.7 "Facilitate and support development of high quality in-demand new or substantially revised graduate and undergraduate programs"; and 1.1.8 "Develop, promote, integrate, implement experiential education (EE) opportunities into our programs." As outlined above, the Counselling and Mental Health Certificate aims to support students in building 21st century skills in the burgeoning field of mental health work and does so using a variety of strategies including experiential education and remote learning. Further, our Certificate is part of a larger project within our Department to help students specialize within the undergraduate Psychology degree to more precisely target their learning in support of future employment and interests. As well, we see the Mental Health and Counselling Certificate as supporting Priority 3 From Access to Success, specifically Action Item 3.1.1 "Develop and implement indigenization of the Faculty/decolonization of the curriculum strategy". Our proposed course PSYC 2140 3.0: Clinical Psychology for the 21st Century has as one aim the decolonization of curriculum, adopting a critical perspective on clinical psychology's relationship with marginalized communities and diverse definitions and experiences of mental health and intervention. Lastly, the Faculty of Health champions promoting a high-quality learning experience and programs (Objective 1.1.6) that support skill development, expand experiential education, and guide students towards career opportunities. We see our Certificate as fulfilling these mandates by using novel and experiential education to help students gain new skills and enhance employability.

Lastly, the Certificate program furthers the aim of York University's Strategic Mandate 3 (SMA3), York University's most recent agreement with the Ontario government. In the SMA3, York University outlines its unique course offerings and experiences it offers to students. Health, including Psychology, is specifically named as one of the five clusters of programs where York University is anticipating growing demand, and will be evaluated against this expectation. We expect that offering timely, engaging Certificates will be a significant way to increase enrollment. In addition, the SMA3 stresses the importance of experiential learning, another area in which York University will be evaluated. The Counselling and Mental Health Certificate, as outlined in more detail below, stresses experiential learning. Classes such as its flagship second year *Clinical Psychology for the 21st Century* course and fourth year *Essential Processes in Counselling and Psychotherapy* class are predicated upon experiential learning. For instance, as noted above students in the *Essential Processes in Counselling and Psychotherapy* class will have the opportunity to engage in real time "deliberate practice", in which videotaped psychotherapy sessions are coded for markers of important process variables such as client resistance and ambivalence, and therapist empathy. Finally, York University will be assessed as to its students' post-graduate employment rate. Our Certificate starts students on a path toward licensure as a mental health professional because, once completed their degrees, they will be positioned to, with additional training, apply to various professional bodies such as the College of Registered Psychotherapists of Ontario, or the College of Social work. Our Certificate also offers terminal training for students who would like to seek employment in professions that support health work (e.g., research coordinator) directly after graduation.

3. Need and Demand

3.1 Comment on similar undergraduate Certificates offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate Certificate.

The Psychology undergraduate program is one of the largest undergraduate programs at York University. Within this program, there are currently only four options for more specialized study via Certificate programs: the York University – Seneca College Rehabilitation Services Certificate Program, the Certificate Program in Behaviour Science at Humber College (with which York has an Articulation Agreement and York psychology graduates receive advanced standing), the York University Certificate in Aging, and the York University

Department in Psychology Certificate in Psychological Methods and Data Analysis. As this shows, the two Certificates that focus on clinical applications of psychology are offered in conjunction with other institutions. Thus, our proposed Counselling & Mental Health Certificate would be the second Certificate housed entirely within the Department of Psychology, and the first of those to offer certification in a clinical application of psychology.

Two successful analogues for our proposed Certificate can be found in the Faculty of Health's School of Kinesiology and Health Science. The School of Kinesiology and Health Science offers two Certificates: the Fitness Exercise & Counselling Certificate, and the Athletic Therapy Certificate Program. Like our proposed Counselling and Mental Health Certificate, both of these programs are designed to prepare students for a designated career path in the health professions or related fields – with particular emphasis on mental health. As well, both School of Kinesiology and Health Science Certificates have students draw from the specialized knowledge of the School and Faculty by prescribing set courses, emphasizing experiential learning, and having students complete all Certificate requirements in the School of Kinesiology and Health Science. Lastly, these Kinesiology Certificates are part of the School's flagship programs, and are highlighted prominently in their course calendars and website; it is expected that our innovative Certificate would also provide additional interest and enrolment in Psychology at York University.

We are also drawing inspiration from the recently approved (February 2021) Department of Psychology Certificate in Psychological Methods and Data Analysis. Like our proposed Certificate, the Psychological Methods and Data Analysis Certificate offers students the opportunity to further explore their interest in a specialized area of psychology.

3.2 Provide brief description of the need and demand for the proposed undergraduate Certificate, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

As noted above, York University's Psychology undergraduate program offers only 4 Certificates. To date, our established certificate programs have had great success assisting students to successfully secure employment after graduation. For instance, the Rehabilitation Services Certificate Program has a post-graduate employment rate of over 90%. It is expected that a Certificate in Counselling and Mental Health would also appeal to student interest and improve post-graduate employment rates. Students have demonstrated a high degree of interest in counselling and mental health, as evidenced by the high rate of enrollment in and enthusiasm for relevant courses such as Psychological Health, Distress & Impairment¹ (8 sections, the most highly enrolled 3rd year course), Behaviour Modification and Behaviour Therapy (5 sections, one of the most highly enrolled 4th year courses), and Counselling Psychology (6 sections, also one of the most highly enrolled 4th year courses). As well, in our undergraduate psychology student survey from the Spring of 2021, which over 500 undergraduate students completed, 75% of respondents indicated an interest in concentrating their studies within Psychology on counselling and mental health. Moreover, in response to an open-ended question regarding new types of courses respondents would like to see at York the most frequently mentioned type of course was "clinical, counselling, therapy-type courses" including "a broader range of these." Further, as noted above, certificates at York have resulted in high employment rates, and we expect our Certificate would do the same. As described previously, graduates of the Counselling and Mental Health Certificate would be well prepared to apply to graduate or private training programs that would allow them to register as Registered Psychotherapists or other health professionals. Indeed, our Certificate would provide students with an additional credential, improving their chances of admission. This further aligns with the increased need for mental health professionals, as recognized by national mental health associations and our Ontario government. In a 2018 Canadian Mental Health Association (CMHA) report, the CMHA stated that 1 in 5 Canadians annually will experience mental illness, and that annually 1.6 million Canadians have unmet mental health needs. The CMHA released five recommendations, including public funding of evidence-based therapies and research into mental illness and intervention outcomes. Crucially, the Ontario government has responded, pledging \$20,000,000 in March 2020 for publicly funded counselling services. The recent COVID-19 crisis has highlighted further the crucial need for mental health care professionals, as individuals globally struggle to cope

¹ Note that 'Psychological Health, Distress & Impairment' is a new title for the course, PSYC 3140 3.0 – which was previously titled 'Abnormal Psychology'

with the impacts of a pandemic and its long-term financial, health, and social consequences (Torales et al., 2020).

Finally, it is expected that offering a Certificate in Counselling and Mental Health at York University would help attract students drawn to this area of Psychology who might otherwise attend other Greater Toronto Area (GTA) universities. Although universities in the GTA have not yet fully capitalized upon students' interest in this area, there are some efforts to provide undergraduate students with this specialized learning. Presently, the University of Toronto offers a Specialist Program in Mental Health Studies (Scarborough campus), a Specialist Program in Forensic Psychology (Mississauga campus), and a Specialist Program in Exceptionality in Human Learning (Mississauga campus). Like our proposed Certificate, these U of T programs guide students towards future careers in the mental health profession. Neither the University of Toronto St. George campus nor Ryerson University offers Certificates or specialized programs in mental health. Thus, our proposed Certificate would act as a magnet to attract students interested in studying in the GTA to York University.

3.3 Comment on the projected in-take into the undergraduate Certificate, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

The anticipated implementation of our proposed Certificate is the Fall Term of 2022. We anticipate that our first year of enrolment will intake approximately 200 students, with steady-state enrolment after 5 years increasing to 400 students annually.

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the undergraduate Certificate requirements and associated learning outcomes, including explicit reference to how the Certificate curriculum and structure supports achievement of the learning outcomes.

Certificate Requirements

The undergraduate Certificate requirements are as follows:

- Continuing: Students must have a final cumulative GPA of 5.0 in order to graduate with the Certificate.
- Students must complete the following 30 credits:
 - PSYC 2130: Personality (3.0 credits)
 - PSYC 2110: Developmental Psychology (3.0 credits)
 - PSYC 2140: Clinical Psychology for the 21st Century (3.0 credits)*
 - PSYC 3140: Psychological Health, Distress & Impairment (3.0 credits)
 - PSYC 3350: Cultural Psychology (3.0 credits)²
 - PSYC 4060: Counselling Psychology (6.0) OR equivalent*
 - PSYC 4030: Behaviour Modification and Behaviour Therapy (6.0 credits) OR PSYC 4460: Atypical Development (6.0 credits) OR PSYC 4145: Advanced Seminar in Addiction Etiology and Treatment (3.0 credits) + PSYC 4590: Psychology of Trauma: Theory, Research, & Clinical Practice (3.0 credits)
 - PSYC 4063: Essential Processes in Counselling and Psychotherapy (3.0 credits)*

*Note PSYC 2140 3.0 AND PSYC 4060 6.0 (or PSYC 4061+ PSYC 4062) AND PSYC 4063 3.0 cannot count towards general undergraduate degree requirements

Learning Outcomes

Students completing the Certificate will be able to:

1) Describe how psychological wellness impacts development across the lifespan

² Note that with the recent Indigenous Mental Health hire, Dr. Nicole Muir, there are plans for her to teach a course she has developed on Indigeneity and Psychology at the 3rd year undergraduate level. When this course is officially mounted, it will serve as an option for this requirement (i.e., not only PSYC 3350 will be available to fulfill this requirement)

Achieved by: courses in PSYC 2110: Developmental Psychology, PSYC 2130: Personality, PSYC 2140: Clinical Psychology for the 21st Century, PSYC 3140: Psychological Health, Distress & Impairment and PSYC 4460: Atypical Development. In addition, throughout the Certificate students will be encouraged through experiential education exercises in class and in assignments to reflect upon the impact of psychological wellness on development. This will be done by having students reflect upon their volunteer or work experience providing assistance to others (e.g., peer support programs), or using themselves as a case study.

In these courses, students will: reflect upon and discuss case studies of folks' lived experience of wellness across the lifespan; learn different theories of the mechanisms that connection psychological wellness and development; and complete an experiential education placement directly working with a child (PSYC 4460)

Assessment strategies: For 2nd and 3rd year courses evaluation strategies include: Multiple choice and short answer tests and examinations; low stakes quizzes; written assignments; participation (e.g., online discussion board contributions; iClicker); essays and/or reflection papers. 4th year course evaluation strategies include tests, written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation, and/or oral presentations.

2) Identify common mental health disorders, and associated interventions (one-on-one through to population based) designed for these disorders.

Achieved by: courses in PSYC 2140: Clinical Psychology for the 21st Century; PSYC 3140: Psychological Health, Distress & Impairment; PSYC 4060: Counselling Psychology; PSYC 4030: Behaviour Modification and Behaviour Therapy or PSYC 4460: Atypical Development or PSYC 4145: Advanced Seminar in Addiction Etiology and Treatment and PSYC 4590: Psychology of Trauma: Theory, Research, & Clinical Practice (3.0 credits); and PSYC 4063: Essential Processes in Counselling and Psychotherapy.

In these courses, students will: learn the DSM-V classifications system; reflect upon and discuss folks' lived experience of mental health disorders and interventions through guest speakers, case studies, and video recordings; and practice role playing of select mental health interventions.

Assessment strategies: For 2nd and 3rd year courses evaluation strategies include: Multiple choice and short answer tests and examinations; low stakes quizzes; written assignments; participation (e.g., online discussion board contributions; iClicker); essays and/or reflection papers. 4th year course evaluation strategies include tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

3) Identify the impact of systems of oppression (e.g., racism, socioeconomic status, homophobia) upon psychological well-being, and to learn about psychological interventions and delivery models (e.g., telepsychology) designed to mitigate the psychosocial impacts of these systems.

Achieved by: courses in PSYC 2140: Clinical Psychology for the 21st Century, PSYC 3140: Psychological Health, Distress & Impairment, PSYC 3350: Cultural Psychology, PSYC 4060: Counselling Psychology, and PSYC 4063: Essential Processes in Counselling and Psychotherapy. Throughout the Certificate, when examining issues of psychological distress and interventions, students will be encouraged to explore and reflect upon the impact of multiple, intersecting systems (e.g., family, cultural group, social determinants of health).

In these courses, students will: learn about how systems of oppression have influenced psychological well-being and psychological services through self-reflection, class discussion, and exposure to clients' lived experience through guest speakers, case studies, and video recordings; will reflect on their own social location as a potential future regulated health professional; and will participate in role plays of providing culturally informed mental health interventions

Assessment strategies: For 2nd and 3rd year courses evaluation strategies include: Multiple choice and short answer tests and examinations; low stakes quizzes; written assignments; participation (e.g., online discussion board contributions; iClicker); essays and/or reflection papers. 4th year course evaluation strategies include tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

4) Critically examine the ethics of psychological classification and intervention.

Achieved by: courses in PSYC 2140: Clinical Psychology for the 21st Century, PSYC 3140: Psychological Health, Distress & Impairment, PSYC 4060: Counselling Psychology, and PSYC 4063: Essential Processes in Counselling and Psychotherapy. PSYC 2140 critically examines how psychological distress is driven by social determinants of health, and the practice of mental health assessment and treatment; PSYC 4063 will use the experiential education of 'deliberate practice' (process coding of psychotherapy videotapes) to train students to continually monitor the effective and ethical provision of services.

In these courses, students will: learn about the Canadian Psychological Association's *Code of Ethics* and practice applying to case studies; will role play ethically sound treatment interventions; and will participate in the experiential education of 'deliberate practice' by coding video recordings of therapy sessions.

Assessment strategies: For the 2nd and 3rd year courses evaluation strategies include: Multiple choice and short answer tests and examinations; low stakes quizzes; written assignments; participation (e.g., online discussion board contributions; iClicker); essays and/or reflection papers. 4th year course evaluation strategies include tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

5) Critically evaluate clinical psychology research with the aim of examining and evaluating psychological interventions and methods/modes of delivery (e.g., telepsychology).

Achieved by: courses in PSYC 4060: Counselling Psychology; PSYC 4030: Behaviour Modification and Behaviour Therapy or PSYC 4460: Atypical Development or PSYC 4145: Advanced Seminar in Addiction Etiology and Treatment and PSYC 4063: Psychology of Trauma: Theory, Research, & Clinical Practice; PSYC 4063: Essential Processes in Counselling and Psychotherapy. In these courses, examining the evidence base for psychological interventions and methods of delivery will be a key focus. Telepsychology will be emphasized as a method of delivery that allows for greater access to psychological services.

In these courses, students will: conduct literature reviews on the efficacy of select mental health interventions; and will reflect upon their own experience of these interventions through role plays.

Assessment strategies: Course evaluation strategies include tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

6) Describe how and why psychotherapy and counselling are regulated activities, and why all mental health professionals have a defined scope of practice

Achieved by: courses in PSYC 2140: Clinical Psychology for the 21st Century, PSYC 4060: Counselling Psychology, and PSYC 4063: Essential Processes in Counselling and Psychotherapy. Students will be introduced to the broader context within which mental health counselling and psychotherapy occur, and specifically the regulating bodies that govern mental health professionals' practices and the importance of upholding standards of competence and not practicing outside one's scope of competence.

Assessment strategies: For the 2nd year course, evaluation strategies include: Multiple choice and short answer tests and examinations; low stakes quizzes; written assignments; participation (e.g., online discussion board contributions; iClicker); essays and/or reflection papers. 4th year course evaluation strategies include tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

7) Develop the capacity for personal as well as professional awareness and insight that will foster the development of the ability to reflexively monitor one's knowledge, competency, and effective use of self in psychological interventions.

Achieved by: courses in PSYC 4060: Counselling Psychology; PSYC 4030: Behaviour Modification and Behaviour Therapy or PSYC 4460: Atypical Development or PSYC 4145: Advanced Seminar in Addiction Etiology and Treatment and PSYC 4063: Psychology of Trauma: Theory, Research, & Clinical Practice; and PSYC 4063: Essential Processes in Counselling and Psychotherapy. In these courses, the use of self and reflecting upon one's growing professional skills and efficacy are key components.

In these courses, students will: engage in experiential learning opportunities inside the classroom (role plays, deliberate practice) and outside (e.g., PSYC 4145 – community observation assignment, and PSYC 4460 – experiential learning placement).

Assessment strategies: Course evaluation strategies include tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

8) Develop foundational clinical skills (e.g., empathic listening, responding to client cues in the moment such as resistance or ambivalence).

Achieved by: courses in PSYC 4060: Counselling Psychology, PSYC 4460: Atypical Development or PSYC 4030: Behaviour Modification and Behaviour Therapy, PSYC 4063: Essential Processes in Counselling and Psychotherapy.

In these courses, students will: practice and receive feedback on these foundational skills through role plays and will also reflect on how to employ these skills based on their ethical and clinical judgment.

Assessment strategies: Course evaluation strategies include tests; written assignments; research reports and essays; reflection papers; seminar, small group and experiential activity participation; and/or oral presentations.

In summary, students completing the Certificate will be well prepared with the foundational skills to pursue further training leading to licensure as a mental health professional (e.g., Psychotherapist, Social Worker), pursue a relevant diploma (e.g., Addictions Counsellor; Behaviour Analyst) or immediately post graduation, work in adjacent fields (e.g., Research Coordinator for psychological intervention studies).

Learning Outcomes in Context

The Department of Psychology has created Program Learning Outcomes. Below, we highlight how our Certificate learning outcomes map on to the existing structure. As demonstrated, our Certificate also supports the full range of undergraduate degree level expectations as well as many program learning outcomes.

Degree Level Expectation	Relevant Program Learning Outcomes	Certificate Learning Outcomes
Depth and Breadth of Knowledge	C. Demonstrate broad knowledge of psycho/social determinants of behaviour D. Demonstrate broad knowledge of cognitive/biological determinants of behaviour F. Demonstrate in-depth knowledge in at least 2 sub-disciplines G. Critically evaluate, synthesize and resolve conflicting results	1. Describe how psychological wellness impacts development across the lifespan 2. Identify common mental health disorders, and the associated interventions designed for these disorders. 3. Identify the impact of systems of oppression (e.g., racism, socioeconomic status, homophobia) upon psychological well-being, and explain psychological interventions and delivery models (e.g., telepsychology) designed to mitigate the impact of these systems.
Knowledge of Methodologies	E. Demonstrate understanding of various research designs	5. Critically evaluate the research in support of understanding and evaluating psychological interventions and methods of delivery (e.g., telepsychology).
Application of Knowledge	B. Understand and interpret psychological information in everyday life C. Articulate trends in sub-disciplines of psychology D. Locate research articles and show critical thinking about research findings	4. Critically examine the ethics of psychological classification and intervention 5. Critically evaluate the research in support of understanding and evaluating psychological interventions and methods of delivery (e.g., telepsychology). 6. Describe how and why psychotherapy and

		<p>counselling are regulated activities</p> <p>7. Develop capacity for professional and personal awareness and insight toward effective use of self in the change process</p> <p>8. Develop foundational clinical skills.</p>
Communication Skills	<p>A. Use traditional and electronic sources to locate psychological findings</p> <p>B. Demonstrate knowledge of the basics of scientific writing.</p> <p>C. Demonstrate knowledge of the basics of referencing using APA style.</p> <p>D. Express psychological knowledge in written form in more than 1 sub-discipline.</p> <p>E. Demonstrate effective written communication</p> <p>F. Demonstrate the ability to think critically about written communication</p> <p>G. Engage in evidence-based dialogue with course director and peers</p> <p>H. Demonstrate knowledge of variety of ways to express psychological findings in everyday life</p>	<p>5. Critically evaluate the research in support of understanding and evaluating psychological interventions and methods of delivery (e.g., telepsychology).</p> <p>8. Develop foundational clinical skills.</p>
Awareness of Limits of Knowledge	<p>A. Define causes of human behaviour from different perspectives.</p> <p>D. Critically identify myths or stereotypes in common discourse</p> <p>E. Recognize limits of conclusions based on inferential statistics</p>	<p>3. Identify the impact of systems of oppression (e.g., racism, socioeconomic status, homophobia) upon psychological well-being, and to learn about psychological interventions and delivery models (e.g., telepsychology) designed to mitigate the impact of these systems.</p> <p>5. Critically evaluate the research in support of understanding and evaluating psychological interventions and methods of delivery (e.g., telepsychology).</p> <p>6. Describe how and why psychotherapy and counselling are regulated activities</p>
Autonomy and Professional Capacity	<p>A. Understand ethical principles in the CPA code of ethics</p> <p>B. Demonstrate ability to relate information in psychology to own and others' life experiences</p> <p>C. Demonstrate an ability to work with others</p> <p>D. Demonstrate an understanding of professionalism in psychology</p>	<p>4. Critically examine the ethics of psychological classification and intervention.</p> <p>6. Describe how and why psychotherapy and counselling are regulated activities</p> <p>7. Develop the capacity for professional awareness and insight: that is, monitoring one's knowledge, competency, and effective use of self in psychological interventions.</p>

4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the Certificate learning outcomes.

Students completing the Counselling and Mental Health Certificate will be mandated to complete a set of courses supporting the Certificate and program learning outcomes outlined above. Further, student success in these courses is not solely measured by rote memorization of knowledge: these courses require students to complete essays evaluating current empirical research, and to engage in experiential learning inside and outside the classroom. Thus, student achievement will be assessed in a variety of ways as listed per the Learning Outcomes, section 4.1 above. **Students must have a final cumulative GPA of 5.0 in order to graduate with the Certificate.**

4.3 Provide a list of courses that will be offered in support of the undergraduate Certificate. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

Please find below a table outlining the courses offered in support of the undergraduate Certificate. Courses in red text are new courses (please see appendix for full course proposals for these courses). More detail about all required courses are provided after the table.

The following courses are required:

Unit	Number	Credit Value	Name	Short Description	Existing/New
PSYC	2130	3.0	Personality	Introduction to theory and measurement of individual differences.	Existing
PSYC	2110	3.0	Developmental Psychology	Introduction to development from infancy through to older age from a bio-psycho-social perspective	Existing
PSYC	2140	3.0	Clinical Psychology for the 21 st Century*	Introduction to the role of clinical psychology in the intervention, prevention and assessment of psychological distress – and associated career paths	New
PSYC	3140	3.0	Psychological Health, Distress & Impairment	This course focuses on the diagnosis of various types of psychological distress including DSM-V disorders.	Existing
PSYC OR PSYC	4060 4061+4062	6.0	Counselling Psychology*	Introduction to psychotherapy theories and applications, as well as basic counselling / helping skills	Existing
PSYC	4063	3.0	Essential Processes in Counselling and Psychotherapy*	This course adopts a transtheoretical approach to developing skills in recognizing and responding therapeutically to essential processes of change through the use of Deliberate Practice and other experiential techniques	New

*Note if taken for the Certificate, PSYC 2140 3.0 AND PSYC 4060 6.0 (or PSYC 4061+ PSYC 4062) AND PSYC 416X 3.0 cannot count towards general degree requirements

In addition, 3 credits related to cultural competence are required. Note: we anticipate with the upcoming professorial hire in Indigenous Mental Health and through future diversification of our faculty, that courses such as 'Indigenous Peoples and Psychology' or 'Ethnicity and Psychology' will be part of Psychology's standard curriculum offerings. Once we have more courses with the potential to expand students' knowledge and competence in relation to culture and intersecting social influences on mental health, there will be more options for students in relation to fulfilling this 3-credit requirement:

Unit	Number	Credit Value	Name	Short Description	Existing/New
PSYC	3350	3.0	Cultural Psychology	This course addresses theory, research, and methods pertaining to culture and	Existing

				psychology	
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In addition, 6 credits are required from the following options:

Unit	Number	Credit Value	Name	Short Description	Existing/New
PSYC	4030	6.0	Behaviour Modification and Behaviour Therapy	An examination of theoretical issues, basic research and practical application in the area of behaviour change.	Existing
PSYC	4460	6.0	Atypical Development	An examination of psychological problems and disorders of childhood and adolescence – including a community-based experiential placement	Existing
	4145	3.0	Addiction Etiology and Treatment	Introduces the psychology of addictive disorders, including their history, prevalence, theoretical underpinnings, and evidence-based treatment	Existing
PSYC	4590	3.0	Psychology of Trauma	Introduces students to important topic areas in the treatment of trauma, particularly interpersonal trauma	Existing

To see how the Certificate curriculum may be individualized to suit a student's special interests such as in working with children and youth or with elderly population, please see Appendix C.

4.4 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the Certificate learning outcomes.

Given the emphasis on self-reflexivity and experiential learning, for our specialized course PSYC 4063: Essential Processes in Counselling and Psychotherapy, it is deemed most appropriate to have course directors available live (either in person or synchronously if held online) to support students' critical thinking and to offer in the moment feedback (echoing the concept of 'deliberate practice' stressed throughout the curriculum). For all other courses, courses could be delivered in person or online, as determined by the Department. We support courses being offered in multiple formats (e.g., in person, online – synchronously and asynchronously, blended) to allow for increased, equitable access to education and accommodating individuals' different learning needs.

5. Admission Requirements

5.1 Confirm that students engaging in the undergraduate Certificate will have been admitted to and registered in an undergraduate program(s), or, for direct-entry undergraduate Certificates, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the Certificate learning outcomes.

Student engaging in the undergraduate Certificate must have been admitted and registered in the undergraduate Bachelor of Arts (Honours) or Bachelor of Science (Honours) Psychology programs.

The Certificate is open to all students, both to meet student demand and to ensure that potential admission criteria do not inadvertently favour students from a privileged social location. However, we will require students intending to pursue the C&MH Certificate to register their intention at the end of the 1st year (after a minimum of 24 credits have been completed) to ensure that we can offer sufficient sections of the requisite 4th year courses. Students must have a final cumulative GPA of 5.0 in order to graduate with the Certificate.

We have intention to design an automated tracking app for C&MH Certificate students where they will select/input the courses they plan to take as part of their Certificate requirements, and log all their required courses as 'completed' 'in progress' or 'planned'. This system will also serve as a means of tracking community service/volunteer or relevant work-related hours. Psychology administrative staff will have access to the back end of the application in order to collect aggregate information that would enable the Department to gauge demand for 3rd and 4th year courses and plan course sections accordingly.

6. Resources

6.1 Faculty resources: Comment on the expertise of the faculty who will actively participate in delivering the undergraduate Certificate, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the undergraduate Certificate. Provide a Table of Faculty, as appropriate.

York University's Department of Psychology houses an unparalleled array of experts on mental health and counselling, as well as other areas of psychology necessary to build a complete understanding of mental health and counselling (e.g., personality theory), as evidenced by the below Table of Faculty.

Department of Psychology Faculty	Relevant Expertise Areas
Dr. Maxwell Barranti	Social psychology, self- and other-perceptions, personality
Dr. James Bebko	Clinical-developmental psychology, interventions for children with autism
Dr. Yvonne Bohr	Clinical-developmental psychology, mental health treatment and prevention in Northern and Indigenous communities
Dr. Tali Boritz	Clinical psychology, psychotherapy process research, psychotherapy outcome research, Borderline Personality Disorder, trauma
Dr. Jennifer Connolly	Clinical-developmental psychology, dating violence among adolescents, dating violence prevention
Dr. Mary Desrocher	Clinical-developmental neuropsychology, assessment, neurorehabilitation
Dr. John Eastwood	Clinical psychology, humanistic/existential therapy, boredom
Dr. Karen Fergus	Clinical psychology, couple therapy, clinical interventions for individuals with cancer
Dr. Skye Fitzpatrick	Clinical psychology, dialectical behavioural therapy, borderline personality disorder,
Dr. Kathleen Fortune	Pedagogy, positive psychology, grief and loss
Dr. Kristina Gicas	Clinical neuropsychology, mental illness and addiction, psychosis
Dr. Joel Goldberg	Clinical psychology, psychodiagnostics/assessment, interventions with individuals with schizophrenia and psychotic disorders
Dr. Michaela Hynie	Community-based research and intervention
Dr. Matt Keough	Clinical psychology, psychodiagnostics/assessment, addiction
Dr. Richard Lalonde	Social psychology, culture, bicultural identity
Dr. Doug McCann	Social psychology, personality-based vulnerability to depression
Dr. Jennifer Mills	Clinical psychology, assessment, eating disorders
Dr. Myriam Mongrain	Clinical psychology, positive psychology and associated clinical interventions
Dr. Robert Muller	Clinical-developmental psychology, trauma therapy
Dr. Jeni Pathman	Development of memory
Dr. Deborah Pepler	Clinical-developmental psychology, aggression and victimization among children
Dr. Adrienne Perry	Clinical-developmental psychology, autism and developmental disabilities
Dr. Alberta Pos	Clinical psychology, emotion-focused therapy individuals with personality disorders
Dr. Heather Prime	Clinical-developmental psychology, family systems, children's mental health
Dr. Jennine Rawana	Clinical-developmental psychology, adolescent mental health, school and community based interventions
Dr. Jill Rich	Clinical neuropsychology, assessment, memory training interventions
Dr. Jessica Sutherland	Pedagogy, child development, adolescence and deviant behaviour
Dr. Christine Till	Clinical-developmental neuropsychology
Dr. Gary Turner	Clinical neuropsychology, interventions with older populations
Dr. Jeffrey Wardell	Clinical psychology, addiction

Dr. Jonathan Weiss	Clinical-developmental psychology, interventions with children with autism
Dr. Henny Westra	Clinical psychology, motivational interviewing, structured therapist training
Dr. Cindel White	Social psychology, religion, interpersonal justice, prosocial behaviour
Dr. Magdalena Wojtowicz	Clinical neuropsychology, concussions

The Certificate almost entirely consists of courses already offered by the Department of Psychology. Of the two additional courses proposed, we anticipate that the increased enrolment in PSYC 2140: Clinical Psychology for the 21st Century from students outside of the Department (e.g., Nursing students) and Faculty would generate additional revenue to offset costs associate with launching these two additional course offerings.

With regard to the package of 4th year counselling and related courses – and in view of the: (1) strongly expressed interest in these in our 2021 Undergraduate Student Survey; (2) our *current* inability to meet the demand for these highly popular courses; (3) our Department's *exceeding* target enrollment by 14% this past Fall; (4) the strong likelihood that the Counselling and Mental Health Certificate will attract substantially *more* undergraduate students to our Program – these factors combined suggest a need for a minimum of two full-time teaching stream hires with clinical psychology (adult and/or clinical developmental) backgrounds in order to successfully mount and run the Certificate.

Moreover, funds will be needed to create infrastructural supports such as the C&MH Tracking App described above

6.2 Laboratory facilities: As appropriate, identify major equipment that will be available for use by students engaged in the undergraduate Certificate.

No major equipment will be required.

6.3 Space: As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the undergraduate Certificate.

No additional space will be required.

7. Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate Certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate Certificate
- from the Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate Certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate Certificate
- from the University Librarian confirming the adequacy of library holdings and support
- from the University Registrar confirming the implementation schedule and any administrative arrangements
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed undergraduate Certificate, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed undergraduate Certificate, as appropriate

APPENDIX A

Mental Health Professions

- Social Worker
- Registered Psychotherapist
- Mental Health Service Provider
- Behaviour Analyst
- Child and Youth Worker
- Certified Addictions Counsellor
- Rehabilitation Counsellor
- Marital and Family Therapist
- Pastoral Counsellor
- Peer Support Coordinator
- Arts-based Therapists – e.g., art therapist, music therapist, dance-movement therapist
- Sex Therapist
- Grief/Bereavement Counsellor
- Vocational Counsellor
- Human Resources Counsellor/Specialist
- Guidance Counsellor
- Immigration Counsellor
- Probation Officer
- Mediator
- Psychologist
- Psychiatrist
- Mental Health Nurse
- GP / Medical Psychotherapist
- Research Assistant/Research Coordinator (e.g., mental health intervention studies)
- Lab Coordinator (Psychology, Psychiatry, Social Studies)
- Life Coach
- Health Coach
- Shelter Worker/Women's Advocate
- Education Co-ordinator
- Residential Supervisor
- Instructor Therapist – Autism services
- Community Services Program Coordinator
- Family Support Worker
- Case Manager
- Genetic counsellor
- Speech and Language Pathologist
- Psychometrist
- Program evaluation consultant (Canadian Evaluation Society Certification)
- Child Life Specialist

APPENDIX B

REQUIRED COURSES – DETAILED DESCRIPTIONS

PSYC 2130: Personality (3.0 credits)

- Description: Examines major theories and research on personality functioning, with a focus on description of the factors contributing to the development, structure and dynamics of personality.
- Existing course, offered every F, W, S term

PSYC 2110: Developmental Psychology (3.0 credits)

- Description: This course considers physical, intellectual, emotional and social development from birth through adolescence and the impact of the interaction of these various aspects of development upon the individual as a whole.
- Existing course, offered every F, W, S term

PSYC 2140: Clinical Psychology for the 21st Century (3.0 credits)

- Clinical Psychology for the 21st Century introduces students to the theories and practices of clinical psychology from evidence-based, critical, contextual and social determinants of health perspectives. Students will learn about 1) different types and modalities of applied psychology practice; 2) individual, group and population-based interventions with adults, couples, children, adolescents and the elderly; 3) mental health assessment practices; 4) risk factors for psychological distress and prevention, and 5) research methods in clinical psychology. Broader systemic, cultural and structural considerations with respect to assessment and treatment of psychological distress and illness will be integrated throughout. Critical consideration will be given to clinical psychology's relationship to marginalized populations. The course will also introduce students to the range of mental health professions and encourage them to consider concrete steps toward gaining experiences relevant to a mental health profession of interest including course selection, extra-curricular and volunteer activities.
- New course, proposed to be offered every F, W, S term

PSYC 3140: Psychological Health, Distress & Impairment (3.0 credits)

- Description: A course on the nature, causes and treatment of a number of behaviour disorders. Topics include developmental disorders, anxiety problems, personality disorders, substance abuse, affective disorders, organic brain disorders and schizophrenia.
- Existing course, offered every F, W, S term

PSYC 3350: Cultural Psychology (3.0 credits)

- Description: This course addresses theory, research, and methods pertaining to culture and psychology. The course begins by offering different perspectives on culture and the methodological challenges that researchers face when bringing a cultural level of analysis to human behaviour. The potential role of culture is examined across a range of psychological areas including perception, cognition, emotion, developmental processes, as well as social and abnormal behaviour.
- Existing course, offered every F, W term

PSYC 4060: Counselling Psychology (6.0) or equivalent

- Description: An examination of current theory, practice and research in counselling. Theories of counselling and psychotherapy are considered in relation to the process of psychological change in various settings.
- Existing course, offered every F, W, S term

PSYC 4030: Behaviour Modification and Behaviour Therapy (6.0 credits)

- Description: An examination of theoretical issues, basic research and practical application in the area of behaviour change.
- Existing course, offered every Y and S term

PSYC 4460: Atypical Development (6.0 credits)

- An examination of psychological problems and disorders of childhood and adolescence including an extensive exploration of their nature, causes, and treatment based on current research. Developmental risks and protective factors will be considered. Students are also required to complete a volunteer placement in children's settings, such as schools and childhood agencies.
- Existing course, offered every Y term.

PSYC 4145: Advanced Seminar in Addiction Etiology and Treatment (3.0 credits)

- Description: This course introduces the psychology of addictive disorders, including their history, prevalence, theoretical underpinnings, and evidence-based treatment. It surveys research on the biological, psychological, and social factors that contribute to the development and maintenance of addictive disorders. This course also deals with contemporary issues in addiction psychology, with a specific focus on those issues that are relevant to Canadians.
- Existing course, first offered in the W 2021 term.

PSYC 4590: Psychology of Trauma: Theory, Research, & Clinical Practice (3.0 credits)

- Description: Introduces students to important topic areas in the treatment of trauma with a particular emphasis on interpersonal trauma within and outside of the family system. Given the profound effects of traumatic stress exposure across the lifespan, clinical approaches are examined for both children as well as adults. Attachment theory is emphasized as an organizing framework for theory and practice. Approaches to psychotherapy include trauma-informed models, with particular emphasis on the therapeutic relationship. Other types of traumatic experiences may also be covered such as those related to war, imprisonment, serious illness or injury, loss, assault and/or natural disasters.
- Existing course, first offered in the W 2021 term.

PSYC 4063: Essential Processes in Counselling and Psychotherapy (3.0 credits)

- Description: This course will develop the skill required for conducting critical and reflective psychological interventions. To learn this skill, students will engage in 'deliberate practice' in the context of in-class experiential education (EE). Students will begin to develop their observation skills of moment-to-moment psychotherapeutic processes (e.g., emotion interruption; resistance; alliance formation) by discussing, coding and responding to video-taped psychotherapy sessions (real and professionally simulated).
- New course, proposed to be offered every F and W term

APPENDIX C

We have designed our Certificate requirements such that a student with a special interest (e.g., gerontology) can further customize their curriculum to suit this interest. To illustrate this, below are two examples of a potential educational pathway that includes the Certificate. The first example is of a student with an interest in working with children and youth, in the field of addictions. The second example is of a student who has an interest in working with older adults.

EXAMPLE 1: Student who wants to work with children and youth, in the field of addictions.

YEAR	RELEVANT COURSES			
Year 1	Gen Ed - HUMA	Gen Ed - SOSC	Gen Ed – NATS	PSYC 1010
Year 2	PSYC 2020	PSYC 2010	Group 1 PSYC – PSYC 2130	PSYC 2140: Clinical Psychology for the 21 st Century
		PSYC 2030	Group 2 PSYC – PSYC 2240 (Bio Bases)	Group 1 or 2 PSYC – PSYC 2110
Year 3	PSYC 3140	Any PSYC 3 rd year class – PSYC 3500 (Adolescence)		
	PSYC 3350	PSYC 3520: (Infancy)		
Year 4	PSYC 4180	PSYC 4060 OR PSYC 4061 + 4062	PSYC 4030 or PSYC 4460 (Atypical Development) or PSYC 4590 + PSYC 4145	PSYC 4063: Essential Processes in Counselling & Psychotherapy
				PSYC 4145

*Note: Courses listed in red are currently in development/review. Yellow highlighted = courses this student selected in relation to their interest in child & youth; Green highlighted = Certificate courses that do not count towards degree requirements. Total PSYC credits = 66

EXAMPLE 2: Student who wants to work with the elderly

YEAR	RELEVANT COURSES			
Year 1	Gen Ed - HUMA	Gen Ed - SOSC	Gen Ed – NATS	PSYC 1010
Year 2	PSYC 2020	PSYC 2010	Group 1 PSYC – PSYC 2130	PSYC 2140: Clinical Psychology for the 21 st Century
		PSYC 2030	Group 2 PSYC – PSYC 2260 (Cognition)	Group 1 or 2 PSYC – PSYC 2110
Year 3	PSYC 3140	Any PSYC 3 rd year class – PSYC 3490 (Adult Development & Aging)		
	PSYC 3350			
Year 4	PSYC 4180	PSYC 4060 OR PSYC 4061 + 4062	PSYC 4030 (Behaviour Mod) or PSYC 4460 or PSYC 4590 (Psyc of Trauma) + PSYC 4145 (Addictions)	PSYC 4063: Essential Processes in Counselling & Psychotherapy

*Note: Courses listed in red are currently in development/review. Yellow highlighted = courses this student selected in relation to their interest in older adults; Green highlighted = Certificate courses that do not count towards degree requirements. Total PSYC credits = 60

Counselling and Mental Health Disciplinary Certificate Faculty of Health

Admission: The Counselling & Mental Health Certificate is intended for students completing an Honours BA or Honours BSc within the Department of Psychology and is completed concurrent with the honours degree requirements. Students are expected to apply prior to completing 36 credits and after completing 24 credits including PSYC 1010 6.00 with a minimum grade of C. Applications are obtained from, and submitted to, the Department of Psychology.

Graduating with a certificate: A minimum grade point average of 5.00 (C) is required across all courses counting toward completion of the Counselling & Mental Health Certificate. In order to graduate with the Certificate, students must submit an application to the Department of Psychology. A notation signifying completion of the Certificate will appear on the student's transcript once the Registrar's Office has been notified by the Department of Psychology that the student has fulfilled all the Certificate requirements. Certificates will not be conferred until the candidate has successfully completed the undergraduate degree program.

Required courses (24 credits):

HH/PSYC 2130 3.00
HH/PSYC 2110 3.00
HH/PSYC 2140 3.00
HH/PSYC 3140 3.00
HH/PSYC 3350 3.00
HH/PSYC 4060 6.00 or (HH/PSYC 4061 3.00 and HHPSYC 4062 3.00)
HH/PSYC 4063 3.00

In addition, 6 credits from the following options are required:

HH/PSYC 4030 6.00
HH/PSYC 4460 6.00
HH/PSYC 4145 3.00
HH/PSYC 4590 3.00

Note: At least 12 credits of the disciplinary courses that satisfy certificate requirements must be in addition to those used to satisfy requirements of an undergraduate major. These credits include: HH/PSYC 2140 3.00 and HH/PSYC 4060 6.00 (or HH/PSYC 4061 3.00 and HH/PSYC 4062 3.00) and HH/PSYC 4063 3.00.



December 9, 2021

Dear Colleagues:

Re: Undergraduate Certificate in Counselling and Mental Health

I enthusiastically support the proposal by the Department of Psychology to create a new Undergraduate Certificate in Counselling and Mental Health for several reasons.

First, consultations with students, patterns of demand for clinical and counselling relevant courses, as well as broader social awareness of the importance of mental health and the growing demand for people with training to facilitate mental health all suggest that this program will meet the interests of our existing students as well as make our psychology program highly attractive to students who might not otherwise enroll at York. Undergraduate enrolments in Psychology have increased substantially over the last three years. This is because the Department has exceeded its new admission targets (e.g., >7% in the fall of 2021) and experienced an increase in the number of students from other units who wish to take psychology courses. This substantial increase has made it difficult for students to find suitable electives. This proposal will provide new options in areas of very high demand.

Second, this initiative will enhance our student's ability to enter graduate and professional programs, as well as directly pursue more career options. A significant portion of students who enter psychology (at York and other Universities) have an aspiration of becoming clinical psychologists and counsellors. However, there are only a limited number of graduate admission available across Canada. The proposed new certificate program will make our students more competitive for these limited graduate opportunities, as well as provide a foundation for careers in mental health and counselling for those who graduate school applications are unsuccessful.

Third, the proposed certificate in the Department of Psychology is part of a wider objective within the Faculty of Health to embed "micro-credentials" into existing degree programs. A similar approach has been used with great success to allow students completing a BSc in Kinesiology and Health Science to cluster courses in a manner which allows them to simultaneously earn a credential in Athletic Therapy.

**FACULTY OF
HEALTH**

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Fourth, while not part of the current proposal, this proposal lays the foundation to create an independent micro-credential in future for non-degree students.

The proposal is nicely aligned with the Faculty's IRP and the University's UAP. Moreover, the recent growth of our undergraduate psychology program means we not only have the financial resources to add the proposed new courses and faculty but doing so, will help more students to have access to the courses they want and need to graduate.

In closing I'd like to offer my congratulations to the Department of Psychology and all those individuals who contributed to this proposal. It is an important part of the Faculty of Health's ongoing efforts to introduce creative program options to meet 21st century societal needs.

Sincerely,

A handwritten signature in blue ink, appearing to read "Paul McDonald".

Paul McDonald, PhD, FRSPH, FCAHS
Professor and Dean
Faculty of Health

Fw: following up re: C&MH Certificate



updpysc

Fri 12/3/2021 1:40 PM

To: updpysc

Hi Karen,

I am writing in support of the Counselling and Mental Health Certificate that is being proposed as part of the undergraduate specialization streams in the Department of Psychology. As a founding member of the Justice, Equity, Diversity, and Inclusion committee for the Clinical and Clinical Developmental areas, one of our mandates is to support the training of undergraduate students in clinical psychology, through foundational courses. Graduate programs will see this specialization as preparation for MA work in psychology, counselling, and social work. . Creating this C&MH certificate allows our students to gain knowledge and experience that will help make them competitive for graduate programs.

Our diverse student body represents the multicultural make-up of the Greater Toronto Area. At the current time, clinical Psychology lacks needed representation, with the majority of faculty members in our graduate programs at York predominantly White, female, cisgender, heterosexual, and upper middle class. By training undergraduates who are diverse in gender, sexual orientation, background, and racial identity, we are providing the space for learning that will ensure that clinical Psychology as a discipline truly moves toward equity –diversity, and inclusion. Providing this certificate, and ensuring that there is select access to the courses, is a needed step in training people who can give back to their community members in need of counselling and mental health support.

Sincerely,

Mary Desrocher

--

Mary Desrocher, Ph.D., C.Psych. (she/her)

Neuropsychology Coordinator

Associate Professor

Department of Psychology

York University

Toronto, Ontario, M3J 1P3, Canada

Email: mdesroch@yorku.ca

Phone: (416) 736-2100 x33111

The land occupied by York University in the area known as Tkaronto has been home to peoples since time immemorial. This land has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. This area is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of theCredit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Re: Psychology proposals for your review and input

Sean Hillier <shillier@yorku.ca>

Tue 11/16/2021 11:42 AM

To: updpsyc <updpsyc@yorku.ca>

Hello Karen,

Thanks for sending these along. After review, we are happy with the proposal and have no further changes to make.

Thanks for reaching out and these look very exciting!

Sean

--

Sean Hillier, PhD (he/him/his)

Assistant Professor & York Research Chair in Indigenous Health Policy & One Health

Associate Director, Centre for Indigenous Knowledges and Languages

Special Advisor to the Dean of Health on Indigenous Resurgence

School of Health Policy & Management <http://shpm.info.yorku.ca>

Graduate Program in Critical Disability Studies <http://cds.gradstudies.yorku.ca>

Graduate Program in Health <http://health.gradstudies.yorku.ca/>

348A Stong College, Faculty of Health, York University, 4700 Keele St., Toronto, Ont. M3J 1P3

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

From: updpsyc <updpsyc@yorku.ca>

Date: Monday, November 8, 2021 at 7:16 PM

To: Sean Hillier <shillier@yorku.ca>

Cc: Ruth Green <ruthkg@yorku.ca>

Subject: Psychology proposals for your review and input

Hi Sean,

I hope you've been keeping well. I'm writing to you in your role as Chair of the University Indigenous Council.

The Psychology Department is in the process of developing two new curricular proposals of relevance to the Council. The first is a proposal for a 'Counselling and Mental Health' disciplinary certificate for undergraduate Psyc Hons BA and Hons BSc students. The second proposal is for a new, second year psychology course titled 'Clinical Psychology for the 21st Century' (which would be one of two new courses being developed for the Certificate). One of the *course's learning outcomes* is "to recognize and critically analyze the impact of culture, identity and social location upon both mental health workers and clients." Toward this end we plan to have one class that includes Indigenous content addressing the self-perpetuating and destructive impacts of colonialism on Indigenous peoples' mental health, and clinical psychology's complex relationship to Indigenous (and other racialized) communities. One of the

aims of the *Certificate* is to encourage and support students of diverse cultural and ethnic backgrounds, including FNIM students, in pursuing a career in a mental health field.

I met with Ruth Green this morning in her role as UPD for Social Work and former Co-Chair of the Indigenous Council - to discuss both proposals. She kindly reviewed both proposals and provided input into them wearing both of these lenses. I have modified the proposals based on Ruth's very helpful feedback and she has kindly offered to provide letters of support - but we also wanted to reach out to you for your input in general, and guidance - as I am unclear what additional administrative processes I need to undertake (for example, is there a particular form I need to complete?).

I'm attaching most recent versions of both proposals for your review.

I look forward to receiving your input. Please let me know if you have any questions and/or if it's easier to discuss. I'm happy to arrange a meeting at your convenience.

Thanks so much
Karen

Dr. Karen Fergus
Undergraduate Program Director
Department of Psychology



Memorandum

To: Dr. Karen Fergus

From: Joy Kirchner, Dean of Libraries 

Date: October 28, 2021

Subject: Disciplinary Certificate in Counselling and Mental Health Library Support

York University Libraries (YUL) is strongly positioned to support the curriculum and research needs of students and faculty in the proposed Disciplinary Certificate in Counselling and Mental Health at the Department of Psychology, York University. As noted in the Statement of Library Support, YUL provides access to an extensive array of resources and services that support the professional engagement and experiential education of students and faculty in this program.

We look forward to contributing to the success of students and faculty in Disciplinary Certificate in Counselling and Mental Health at York University.

cc: Patti Ryan, Director, Content Development and Analysis,
Jack Leong, Associate Dean of Libraries, Research and Open Scholarship
Thumeka Mgwigwi, Teaching and Learning Librarian, Student Learning and Academic Success Department



Statement of Library Support for the Proposal of a Disciplinary Certificate in Counselling and
Mental Health
Department of Psychology

York University Libraries

Prepared by: Thumeka Mgwigi

Date: October, 2021

This statement of library support has been prepared in accordance with the guidelines outlined in the Quality Assurance Framework as set out by the Ontario Universities Council on Quality Assurance. It describes some of the services and levels of support currently provided by York University Libraries (YUL) to students and faculty members.

The library contact persons for the program are Thumeka Mgwigi (thumekam@yorku.ca) and Marcia Salmon (msalmon@yorku.ca)

Support for this program is provided by a number of YUL departments, several of which pertain directly to the work of students and faculty in this Department.

The **Content Development and Analysis Department** builds and curates high quality, accessible and multidisciplinary research collections and advocates for fair and appropriate licensing terms to ensure the broadest possible access for the York University community. The trend in academic library collecting is to pool resources for the greater good. York University Libraries (YUL) belongs to many consortia, including the Canadian Research Knowledge Network (CRKN) and the Ontario Council of University Libraries (OCUL). OCUL's *Scholars Portal* hosts comprehensive collections of e-books, e-journals, statistical survey data, and geospatial datasets. *OMNI*, YUL's primary catalogue and discovery layer, brings together the collections and electronic subscriptions of fourteen Ontario university libraries through a single interface, enabling seamless searching, finding and borrowing. YUL is also a key partner in supporting the development of Open Educational Resources and is a member of eCampus Ontario, a consortium for postsecondary educators using online learning tools to build digital learning environments (<https://h5pstudio.ecampusontario.ca/>).

Students and faculty have access to a wide array of print collections found mainly at the Scott Library and the Steacie Science and Engineering Library located at the Keele campus. In addition, the Libraries have bought permanent online access to hundreds of thousands of books from major university presses and reputable academic publishers (Cambridge, Taylor & Francis, Routledge, Sage and others). To further support research, the Libraries provide access to nearly 100,000 journals, 96% of which are e-journals. Articles are discoverable through the Omni library catalogue or through the Libraries' extensive set of articles databases. Most recently the Libraries acquired a subscription to the **Public Health Database** and **Embase** which are great additions to the already existing long list of

academic databases like **PsycInfo, Global Health Database, Web of Science, Scholars Portal Journals**, among others. These databases can also be accessed through customized research guides which are useful for student assignments and are found here: <https://researchguides.library.yorku.ca/>

Various media collections (film, sound recordings), maps, and data repositories provide additional curricular and research support. Most films can be booked for classroom use, and/or instructors can request that the libraries investigate the purchase of a streaming option by contacting imagelib@yorku.ca. Additionally, students and faculty have access to APA PsycNet, a database with more than 300 videos featuring therapy demonstrations showing clinicians working with individuals, couples, and families.

The **Student Learning and Academic Success Department at YUL** supports a wide range of programming, including digital and information literacy, blended learning modules, co-curricular programming, and open educational resources and graduate seminars. For the past few years *PSYC2030 Introduction to Research Methods* and various *PSCY4000* courses presented opportunities to introduce information literacy skills to students and resources for finding psychological tests. This is an opportune time to introduce these important skills to students early in their studies. For upper level undergraduate and graduate courses, there has been an increased demand in knowledge synthesis skills. These are vital skills that students may apply in the workplace as they seek answers to mental health interventions and inform mental health policies. Health librarians at YUL work to impart these skills to relevant courses for students working on their systematic or scoping reviews.

Students and faculty are provided with timely, efficient and thoughtful support for course readings, research projects and independent learning through the **Curriculum and Course Support Department**, including Research Services, Accessibility Services, Course Reserves, and Circulation Services. CCSD also operates the Learning Commons on the second floor of the Scott Library. The Libraries have partnered with other units on campus to help students develop critical skills, tactics and strategies for academic success by bringing together key student supports in one collaborative location.

Experiential education opportunities: The Libraries offer undergraduate students several opportunities for experiential learning. The annual multidisciplinary Undergraduate Research Fair, open to students from all programs, supports student-researchers by helping them design and deliver an academic poster session to showcase a course-based research project. Some presenters opt to build on their Fair presentation, turning their work into an article for submission to a library-sponsored e-journal, a supported writing and publishing experience.

Clara Thomas Archives and Special Collections collects manuscripts, rare books and primary source materials to support research and learning by the university's faculty, students, and a community of international scholars. Archivists will host subject-specific workshops and provide individual consultations on archival material.

In summary, York University Libraries' role in supporting the curriculum and research at York has dramatically expanded over the last few years due in part to collaborative collection building with other universities, but also through establishing new areas of expertise and service and a sustained commitment to the promotion of all aspects of open access publishing.

School/Department: Health/Psychology

Course Rubric and Number: PSYC 2140

Credit Weight: 3.00 **Effective Session:** Fall 2022
(e.g. 3.00, 6.00) (e.g. Fall 2021, F/W 2021-22)

Course Title: *The official name of the course as it will appear in the Undergraduate Calendar.*

Clinical Psychology for the 21st Century

Short Title: *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*

Clinical Psychology for the 21st Century

Brief Course Description: *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.

Introduces students to the theories and practices of clinical psychology from evidence-based, critical, developmental contextual and social determinants of health perspectives. Students will learn about 1) different types and modalities of applied psychology practice; 2) individual, group and population-based interventions with adults, couples, children, adolescents and the elderly; 3) mental health assessment practices; 4) risk factors for psychological distress and prevention, 5) research methods in clinical psychology, 6) the broader legal, ethical and regulatory context of mental health professions and professional practice. Broader systemic, cultural and structural considerations with respect to assessment and treatment of psychological distress and illness will be integrated throughout. Critical consideration will be given to clinical psychology's relationship to marginalized populations. The course will also introduce students to the range of mental health professions and encourage them to consider concrete steps toward gaining experiences relevant to a mental health profession of interest including course selection, extra-curricular and volunteer activities. *Note: This course is intended to be a required course in the proposed **Counselling and Mental Health (C&MH) Disciplinary Certificate** program.*

List course(s) where applicable:

Prerequisites:	HH/PSYC 1010 6.00 with a minimum grade of C
Corequisites:	
Cross-listed to:	
Course Credit Exclusions*:	
Integration**:	

*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

**Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

Open to:	Students who have completed HH/PSYC 1010 6.00 with a minimum grade of C
Not open to:	
Notes:	

Science Course:

Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs	YES	NO
		X

Section A - Course Rationale:

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

Clinical psychology is one of the most popular content areas in our Department, but courses specifically addressing this content area are not offered until the third and fourth years (e.g., PSYC 3140 Abnormal Psychology; PSYC 4060 Counselling Psychology; PSYC 4030 Behaviour Modification and Behaviour Therapy). Our proposed Clinical Psychology for the 21st Century course, offered at the second-year level, will provide students with an early introduction to this exciting topic for which there is a high demand from existing psychology students. We also anticipate that our course will be of interest to, and will complement, the learning of students outside of the major (e.g., Nursing, Human Resources Management). Further, this course fills gaps in the curriculum by: 1) as noted, providing an introduction to the practice of clinical psychology before the more specialized and advanced courses on this topic offered by our Department (e.g., PSYC 4060) and 2) by explicitly emphasizing issues of social determinants of mental health (e.g., ethnicity, gender orientation, financial stability, societal & cultural norms), and social justice and equity, and how these intersect with and are addressed within (or have historically been overlooked by) clinical psychology practice and research.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

This course will be the first introduction to the field of clinical psychology and other related mental health professions for both psychology majors and non-majors. The proposed course aligns with the University Academic Plan's key priorities of: '21st Century Learning' (by beginning to train students in an emerging labour market need - clinical psychology and other mental health work; and by emphasizing experiential learning) and 'Living Well Together' (by emphasizing diversity and social justice). It also aligns with our Faculty of Health's most recent academic plan and mission 'To keep more people healthier longer' by preparing students for future health professional careers that involve mental health work from a prevention (primary and secondary) as well as an assessment and a treatment standpoint. Finally, it aligns with our Department's strategic priorities of Equity, Diversity and Inclusion (by emphasizing diversity and social justice), 'Make the Program Work for the Students' (supporting students in exploring a variety of careers in mental health work), and 'Collaboration With Others' (emphasis on experiential education through guest speakers and preparing for volunteer work).

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

The proposed course complements the later Department of Psychology offerings of PSYC 3140: Abnormal Psychology and PSYC 4060: Counselling Psychology. The proposed course provides a broader introduction to these concepts by contextualizing mental health and mental health interventions in a larger social, cultural and historical context. This will allow students to then deepen their knowledge and bring this broader contextual perspective to bear on later courses, if and when they enroll in, for example, PSYC 3140 or PSYC 4060.

Outside of Psychology, the proposed course may have some conceptual overlap with AP/SOWK 2035 3.00: Current Issues in Mental Health. As stated in the Social Work Student Handbook, SOWK 2035 "Introduces students to fundamental issues and concepts with respect to mental health and community responses to mental health. Provides an opportunity for students to examine their own perspectives in relation to current debates and conflicting representations in the field." We see our proposed course as distinct from AP/SOWK 2035 3.0 in that we will be addressing the topic of mental health from a primarily psychological perspective integrating research from clinical, social, developmental and other applied areas of psychology (e.g., organizational behaviour and community psychology) into the topics discussed. Although we plan to introduce students to concepts from critical race theory, discrimination and theories of implicit bias as these relate to clinical work, we expect this approach to be sufficiently distinct from the predominantly anti-oppressive focus common to social work courses. This course will also cover approaches to psychological assessment, how to conduct a review of clinical psychology literatures, and how to conduct resource scans. Moreover, students in this course will be engaged in a career planning exercise that will educate students about the broad range of mental health professions including but not limited to psychology or social work. Lastly, the course examines psychology's complex relationship to marginalization and working with marginalized groups in clinical psychology practice and research. Note that SOWK 2035 is not open to Social Work majors and thus the proposed new course may be of interest to Social Work majors as an additional, early exposure to critical theory as approached through the lens of Clinical Psychology research and applications. Moreover, the career planning learning objective of the course may prove helpful to students of social work (e.g., 'My career journey' speakers from mental health fields, including social work).

There may also be some conceptual overlap with HH/IHST 3500 3.00: Historical and Contemporary Perspectives on Global Mental Health. As stated in the course calendar, IHST 3500 "Explores the historical and contemporary understanding of global mental health, its key concepts and development. Provides a foundation in the classification and treatment of mental illnesses. Analyzes social, cultural and economic factors that affect access to services for mental illnesses across the world.

Considers the various public health treatment approaches that have been implemented in developing and developed countries, including integrated care models. Provides an understanding of theories and research on mental well-being and its relationship with public health." We see our proposed course as focusing specifically on clinical psychology responses in the Canadian context, whereas IHST 3500 has a more expansive focus on broad mental health responses on a global scale. Additionally, our course includes the development of particular skills and content not covered in IHST 3500 such as psychological assessment, conducting relevant psychology literature reviews and resource scans, and engaging in career planning. Our course also has an explicit focus on psychology's relationship with marginalized populations.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

We expect steady-state enrolment of 800 students annually (i.e., approximately 4 sections of 200 students each).

Section B - Course Structure:

1. Is this course (Please select one with "X"):

	Fully online
	Fully face to face
X	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

The course would be offered weekly for 3 hours at a time (total of 36 contact hours over the 12 week term). Please note that the course could be delivered either fully online, fully face to face, or in a blended format, depending on university and student needs.

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

When offered in a blended format, 50% of the course will be taught online (1.5 hours weekly of engaging with asynchronous online learning activities) and 50% of the course will be taught in person (1.5 hours weekly of experiential learning activities).

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

We anticipate strong interest from both psychology majors and non-majors. Therefore we plan to offer it annually: 2 sections in the Fall term, 1 to 2 sections in the Winter term, and 1 section in the Summer term (i.e., 800-1000 students a year). We feel it is important to offer the course in the summer term to accommodate students with other commitments during the regular academic year.

5. Can you staff this course using current teaching capacity?

YES	NO
	X

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

Although we have identified a number of faculty members who are qualified to teach this course, and thus have the current resources to cover some sections, we expect that as the course's popularity grows and new sections are needed/added, we will need to bring on additional instructors to teach the course (due to full time faculty's commitments to other responsibilities including teaching of other required courses). Our long-term goal is therefore to create two new full time, clinically oriented teaching stream faculty positions for individuals who can teach this new course as well as our other very high demand, clinically oriented courses at the 3000 and 4000 level. We expect student interest (within and outside of the Department) in this course and its associated C&MH Disciplinary Certificate to grow in ensuing years. In order to address the resource implications of this course and the C&MH Certificate program, we are in the process of submitting a proposal to the University Fund Council to their Strategic Funding opportunity to create two new Contractually Limited Appointments for two years each. These two years will serve as a trial period during which we will be both meeting and evaluating the demand for this course and the broader C&MH Certificate program, which if borne out, will justify the creation of new full time faculty positions to support clinical training programs in the Department.

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

Faculty: Jonathan Weiss, Jennifer Connolly, Skye Fitzpatrick, Joel Goldberg, Karen Fergus

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

n/a

Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/>) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
 - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
 - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
 - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

1. Course Topics/Theories

List the key topic areas taught in this course.

Week 1: What is 'mental health' and What is clinical psychology's role in it?

- Mental health is examined through empirical, developmental contextual, social constructionist and systemic lenses; Mental health and illness arises in and through interacting systems at individual, familial, institutional, cultural and societal levels (ecological systems theory); Social determinants of mental health.

Week 2: Research methods in clinical psychology

- Clinical psychology's empirical basis; evidence-based treatment; research designs; the role of psychologists and psychological research in supporting health care decision-making at individual and systems levels; showcasing York's Clinical and Clinical-Developmental Psychology faculty's research to demonstrate the range of research that clinical psychology can mount and support

Week 3: Classification and assessment of psychological distress and impairment

- The DSM-5 classification system pros and cons; Clinical interviewing with structured (e.g., SCID) and unstructured interviews; Cognitive and intellectual assessment; Current trends in assessment (e.g., Therapy outcome monitoring)

Week 4: Clinical psychology's role and relationship to Black, Indigenous and people of colour populations

- Clinical Psychology as a predominantly white profession and implications for working with Black, Indigenous and people of colour communities; Introduction to critical race theory

Week 5: Clinical psychology's relationship to sexual orientation and gender identity

- Clinical psychology's current and past approaches to addressing non-heteronormative and non-cisgender populations

Week 6: Pathways to mental health work – What could be yours?

- Examination of different professions that work in the mental health care field – explore educational requirements and career paths – e.g., social work, registered psychotherapist, clinical psychologist, behaviour analyst; child & youth worker, psychiatrist; explicit discussion of career options and guest speakers

- Discussion of undergraduate curriculum options, extracurriculars, and volunteer/work experiences that could support students in exploring career interests

- Introduction to York resources: T.A.S.T.E. (Take a Student to Engage) Mentoring Program; Becoming YU

Week 7: Ethical and legal considerations in the practice of clinical psychology and mental health professions – Why we can't just 'hang a shingle' on our door.

- Introduction to Canadian Psychological Association's *Canadian Code of Ethics for Psychologists*

- Examination of the role of licensing bodies in establishing scope and standards of practice, and in regulating a profession's practices in order to protect the public

- Introduction to the Regulated Health Professions Act, and associated Colleges such as the Ontario College of Psychologists, and the College of Registered Psychotherapists of Ontario as well as the Ontario College of Social Workers

Week 8: Clinical psychology interventions across location and lifespan

- Interventions with adults, children, adolescents and the elderly – in schools, hospitals, elder care facilities, private practice

Week 9: Clinical psychology intervention in couples and families

- Family therapy, couple therapy

Week 10: Modalities for counselling and psychotherapeutic intervention

- Group psychotherapy (including community-led groups); New and innovative developments in the field - Telepsychology

Week 11: Clinical psychology prevention and intervention at the community level

- Prevention (e.g., distress lines, public health campaigns); Community resources (e.g., Government of Ontario iCBT program); Population-based interventions

Week 12: Ways forward – Opportunities at York

- Academic options: E.g., Counselling and Mental Health Certificate; Counselling and Mental Health Concentration; School of Social Work; Global Mental Health; Reflection on York resources: T.A.S.T.E. (Take a Student to Engage) Mentoring Program, Becoming YU; Discussion in dyads and small groups about students' individualized "exploration plans"

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		X
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		X
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?	X	

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)* content or components you are proposing to include in your course in the box below.

We have included a week on clinical psychology's relationship to the Black, Indigenous and people of colour communities. We feel that it is important to acknowledge clinical psychology's participation in colonial systems that have disenfranchised Canada's Indigenous peoples, while also highlighting paths forward to supporting Indigenous psychologists and work with Indigenous communities. Two of the four course readings for this week focus on the indigenous experience. The first reading is a chapter from the *Truth and Reconciliation Report: Survivors Speak*. The chapter is the "Fear, loneliness and emotional neglect" (p. 109-115). This provides a firsthand account of Indigenous peoples' lived experience in the residential "school" system and the resulting emotional harm. The second reading is a journal article written by Indigenous psychologists about their lived experience receiving clinical psychology training as well as their recommendations for future training programs.

*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- 1) Exposes students to the study of mental health from a critical, systems lens, including an analysis of clinical psychology's relationship with marginalized populations
- 2) Introduces students to key functions that clinical psychologists perform for individuals and in the community (assessment, intervention)
- 3) Provides students with the opportunity to learn about potential future careers in the mental health field at a crucial point in their degree
- 4) Provides students with the opportunity to reflect critically upon their social location
- 5) Encourages development of communication skills
- 6) Encourages students to consider concrete steps toward gaining experiences relevant to a mental health profession of interest including course selection, extra-curricular and volunteer activities.
- 7) Exposes students to the empirical basis of clinical psychology and the various approaches to conducting clinical psychology research
- 8) Informs students about the codes of ethical conduct governing the provision of mental health services, and the role of licensing bodies in regulating mental health professional scope of practice, and in overseeing standards of practice

3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

- 1) Students will be able to articulate the individual, interpersonal, and societal predictors of mental health in the Canadian context.
- 2) Students will be able to describe common practices in psychological assessment.
- 3) Students will be able to explain the role of the clinical psychologist in providing mental health treatment for individuals and groups; and in designing large scale programs to foster mental health.
- 4) Students will be able to identify pathways to mental health work, and articulate the differences between professions in this field (e.g., registered psychotherapist, social worker, clinical psychologist, behaviour analysis, addictions counsellor).
- 5) Students will be able to recognize and critically analyze the impact of identity and social location upon both mental health workers and clients.
- 6) Students will develop an individualized, realistic plan to access relevant experiences (volunteer, paid, personal, educational) leading to a career in a mental health field of interest
- 7) Students will be able describe how clinical psychology research is conducted and elaborate on the discipline's evidentiary basis.
- 8) Students will be able to articulate and apply the principles of ethical clinical conduct as outlined by the Canadian Psychological Association's Code of Ethics, and be able to accurately describe how mental health services are regulated

and explain why this is necessary

4. Course Teaching Strategies and Learning Activities

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

- Lectures
- In class discussions (small and large groups)
- Active learning strategies (e.g., think pair share)
- Polling via iClicker
- Experiential education (e.g., guest speakers, role plays, case studies)
- Video observation and reflection e.g., 'My career journey' video clips by licensed mental health professionals of varying types

Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N) <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy 1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Example:</i> 1. Guest Speaker representing a community-focused agency	<i>Example: Identify and critically evaluate challenges to implementing equity-informed health policies</i> OR <i>Learning Outcome #3</i>	<i>Example:</i> N	<i>Example: Think-Pair-Share- In pairs, students will discuss two key questions, and share responses with the class.</i>	1
Lectures	1-6	Y	Online asynchronous learning activity, such as engagement in online discussion forums or completing reflection exercises - will be used as methods for enabling processing of lecture content and reading material, connecting with fellow students, and reflecting upon their own relationship with social location and mental health work.	
Guest speakers representing different professions in the mental health care field (e.g., social worker, registered psychotherapist, child & youth worker)	4, 5, 6	Y	Students will engage in a think-pair-share activity after the presentation. Students will also complete a reflection paper (20%) after the activity to further explore any profession that caught their interest.	1
In-class activities (e.g., small and large group discussion, role plays, case studies, polling using iClicker)	1 - 6	Y	Small and large group discussions to follow role plays or activities; polling to solicit large scale reflection of experiences in discussion and role plays	1

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

n/a

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		X

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

Learning/Teaching with Technology:

3. How are learning or teaching technologies incorporated into the course?

The course will use eClass. During in person class time, technologies will be used to convey concepts (e.g., PPT, showing short videos), stimulate engagement (e.g., iClicker), and provide formative feedback (e.g., iClicker). During the online, asynchronous portion of the class, students will access eClass to complete online learning activities (e.g., watching brief prerecorded lectures or videos of mental health consumers; engaging in discussions with classmates on forums).

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

n/a

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, "on-site" examinations will be required, etc.)

Students' engagement with the online learning activities will be graded. These online learning activities will be focused on students' reflections and critical analysis, and thus will be evaluated through methods such as journals and discussion boards. All submissions will be submitted through Turnitin to allow for the integrity of the learning evaluation.

Assessment and Evaluation Strategies:

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Online asynchronous learning activities	40% (10 weeks x 4% each)	1, 2, 3, 4, 5, 6
Paper (750 words) or 5 minute recorded video: Describe a clinical psychology intervention at the individual or community level in Ontario & discuss how this addresses or does not address needs of a particular marginalized population	20%	1, 3, 5
Reflection Paper: My Pathway to Mental Health Work	20%	4, 6
Final Exam	20%	1, 2, 3, 4, 5, 6

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

- Think-pair-share exercises where students discuss key concepts before returning to a larger discussion; course director to facilitate large group conversation and provide feedback where needed
- Course director and TAs will provide formative feedback live during in-class activities and class discussions, and will provide written feedback for online activities
- iClicker: some questions will be opinion-based, and others will provide formative feedback by testing students' understanding of content presented in class

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

n/a

Bibliography:

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

*All readings will be free of charge (available publicly/through 'fair dealing' or via York University's library system). We have made this choice deliberately in recognition that not all students can bear the financial cost of purchasing a textbook for each course in which they are enrolled.

Week 1

- Canadian Mental Health Association Ontario. (2016). *Mental health statistics*. Available from: <https://ontario.cmha.ca/wp-content/uploads/2016/10/CMHA-Mental-health-factsheet.pdf>
- Mikkonen, J. & Raphael, D. (2010). *Social determinants of health: The Canadian facts*. Read: Introduction (p. 7-9), Income and income distribution (p. 12-14), Housing (p. 29-31), Aboriginal status (p. 41-43), Gender (p. 44-46), Race (p. 47-49), and Disability (p. 50-52).

Week 2

- Connolly, J., Josephson, W., Schnoll, J., Simkins-Strong, E., Pepler, D., MacPherson, A., ... & Jiang, D. (2015). Evaluation of a youth-led program for preventing bullying, sexual harassment, and dating aggression in middle schools. *The Journal of Early Adolescence*, 35(3), 403-434.
- Westra, H. A., Constantino, M. J., & Antony, M. M. (2016). Integrating motivational interviewing with cognitive-behavioral therapy for severe generalized anxiety disorder: An allegiance-controlled randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 84(9), 768–782. <https://doi.org/10.1037/ccp0000098>

Week 3

- Flanagan, J., & Flanagan, R. (2003). *Clinical Interviewing*. Wiley. **Read Chapter 6: An overview of the intake process (pp. 135-167).
- Ussher, J. M. (2013). Diagnosing difficult women and pathologising femininity: Gender bias in psychiatric nosology. *Feminism & Psychology*, 23, 63–69.

Week 4

- Ansluos, J., Stewart, S., Fellner, K., Goodwill, A., Graham, H., McCormick, R., Harder, H., & Mushquash, C. (2019). Indigenous peoples and professional training in psychology in Canada. *Canadian Psychology*, 60, 265-280.
- Javier Trevino, A., Harris, M., & Wallace, D. (2008). What's so critical about critical race theory? *Contemporary Justice Review*, 11, 7-10.
- Truth & Reconciliation Commission Report: Survivors Speak*. Please read the "Fear, loneliness and emotional neglect" chapter (p. 109-115). Available from: http://nctr.ca/assets/reports/Final%20Reports/Survivors_Speak_English_WWe.pdf
- Williams, M. (2021, September 1). Black psychologists say there are too few of them in Canada — and that's a problem. *CBC News*. Available from <https://www.cbc.ca/news/canada/ottawa/black-indigenous-psychologists-accreditation-1.6152970>

Week 5

- Everett, B., MacFarlane, D. A., Reynolds, V. A., & Anderson, H. D. (2013). Not on our backs: Supporting counsellors in navigating the ethics of multiple relationships within queer, Two Spirit, and/or trans communities. *Canadian Journal of Counselling and Psychotherapy*, 47, 14-28.
- Rider, G. N., Vencill, J. A., Berg, D. R., Becker-Warner, R., Candelario-Pérez, L., & Spencer, K. G. (2019). The gender

affirmative lifespan approach (GALA): A framework for competent clinical care with nonbinary clients. *International Journal of Transgenderism*, 20(2-3), 275-288.

Singer, B & Sammon, P (2021). 'Cured' documentary film: <https://www.pbs.org/independentlens/documentaries/cured/>

Week 6

Government of Ontario. (2018). *Community mental health careers*. Available from <https://www.workinginmentalhealth.ca/forms/career.aspx>

Jolivet, L. *How to choose a therapist that's right for you*. Available from https://luminohealth.sunlife.ca/s/article/What-is-the-difference-between-a-psychologist-and-a-psychiatrist-Find-the-right-therapist-for-you?language=en_US

Week 7

Canadian Psychological Association. (2017). *Canadian Code of Ethics for Psychologists (4th Edition)*. Available from https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

Regulated Health Professions Act (1991) – most current version. Selected sections and sub-sections.

Week 8

Messer, S. B., & Wampold, B. E. (2002). Let's face facts: Common factors are more potent than specific therapy ingredients. *Clinical Psychology: Science and Practice*, 9, 21-25.

Week 9

Gottman, J. M., & Gottman, J. S. (2015). Gottman couple therapy. In A. S. Gurman, J. L. Lebow, & D. K. Snyder (Eds.), *Clinical handbook of couple therapy* (5th ed, pp. 129-160). Guilford Press.

Week 10

Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed). Basic Books. **Read Chapter 1: The therapeutic factors

Smucker Barnwell, S. (2019). A telepsychology primer. *Journal of Health Service Psychology*, 45, 48-56.

Wood, C., Fredericks, M., Neate, B., & Unghango, D. (2015). The stories we need to tell: Using online outsider-witness processes and digital storytelling in a remote Australian Aboriginal community. *International Journal of Narrative Therapy & Community Work*, 4, 40-54.

Week 11

Hynie, M., Umubyeyi, B., Gasanganwa, M. C., Bohr, Y., McGrath, S., Umuziga, P., & Mukarusanga, B. (2015). Community resilience and community interventions for post-natal depression: Reflecting on maternal mental health in Rwanda. In *Women's Mental Health* (pp. 343-356). Springer.

Wolitzky-Taylor, K., LeBeau, R. T., Perez, M., Gong-Guy, E., & Fong, T. (2020). Suicide prevention on college campuses: what works and what are the existing gaps? A systematic review and meta-analysis. *Journal of American College Health*, 68, 419-429.

Week 12

No readings

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

n/a

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

n/a

Section E - Resources Requirement:

This section may need to be filled in with the help of your Chair/Director and operations manager:

1. Computing:

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

None needed.

2. Classroom:

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

- Classroom large enough to comfortably accommodate 200 students
- A/V equipment to support PPT, screening videos, iClicker
- Wifi to support students bringing their own devices and engaging with iClicker

3. Teaching Support:

<ul style="list-style-type: none"> Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify: 	YES	NO
		X
<ul style="list-style-type: none"> Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size: 	YES	NO
		X
<ul style="list-style-type: none"> Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses? <p>If yes, specify why and for what duties/tasks the extra support is needed:</p> <ul style="list-style-type: none"> TAs needed for grading support 	YES	NO
	X	
<ul style="list-style-type: none"> If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate: <ul style="list-style-type: none"> Will the instructor need to travel to visit the off-campus community partner(s)? 	YES	NO
		X
<ul style="list-style-type: none"> Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify: 	YES	NO
		X
<ul style="list-style-type: none"> Is the placement intended to be domestic or international, or both? 	Domestic	
	International	
	Both	
<ul style="list-style-type: none"> If the course is blended or online, indicate whether the support of the eLearning specialist is required? – n/a <p>If yes, please specify the type of eLearning supports you need:</p>	YES	NO

4. Statements of Support (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

Learning Technology Services (LTS) Statement:

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can be directed to Rob Finlayson (rfinlays@yorku.ca). Please note, it will take two weeks to get a statement of support.

Library Support Statement:

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.Revised September 2020

Faculty of Health
Department of Psychology
PSYC 2410 3.0 **Section**: CLINICAL PSYCHOLOGY FOR THE 21ST CENTURY
Day/Time
Term/Year

This course will be offered in a blended format: each week, you will spend approximately 1.5 hours engaging with online, asynchronous (on your own time) learning activities; and 1.5 hours in person in the classroom engaging with experiential learning activities with your course instructor and peers.

Instructor and T.A. Information

Instructor:

Office Hours:

Email:

T.A.		
Email		
Office Hours		

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

Course Credit Exclusions

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

Course website: [eClass](#)

All course materials, including readings, will be available on the course eClass site. The site will be your central access point for course materials such as online learning activities, class slides, and readings.

Course Description

Clinical Psychology for the 21st Century introduces students to the theories and practices of clinical psychology from evidence-based, critical, developmental contextual and social determinants of health perspectives. Students will learn about 1) different types and modalities of applied psychology practice; 2) individual, group and population-based interventions with adults, couples, children, adolescents and the elderly; 3) mental health assessment practices; 4) risk factors for psychological distress and prevention, and 5) research methods in clinical psychology. Broader systemic, cultural and structural considerations with respect to assessment and treatment of psychological distress and illness will be integrated throughout. Critical consideration will be given to clinical psychology's relationship to marginalized populations. The course will also introduce students to the range of mental health professions and encourage them to consider concrete steps toward gaining experiences

relevant to a mental health profession of interest including course selection, extra-curricular and volunteer activities.

Program Learning Outcomes

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

1. Describe common clinical psychology interventions for different populations (e.g., children, adults, couples, families, the elderly).
2. Identify how clinical psychology can intervene at different levels (e.g., individual, community, institutions/policy).
3. Appreciate the intersection between broader systemic, cultural and structural considerations and clinical psychological services.
4. Express psychological knowledge of clinical psychology in oral and written form.
5. Understand different pathways to mental health work.

Specific Learning Objectives

1. Articulate the individual, interpersonal, and societal predictors of mental health in the Canadian context.
2. Describe common practices in psychological assessment.
3. Explain the role of the clinical psychologist in providing mental health treatment for individuals and groups; and in designing large scale programs to foster mental health.
4. Identify pathways to mental health work, and articulate the differences between professions in this field (e.g., registered psychotherapist, social worker, clinical psychologist, behaviour analysis, addictions counsellor).
5. Recognize and critically analyze the impact of identity and social location upon both mental health workers and clients.
6. Develop an individualized, realistic plan to access relevant experiences (volunteer, paid, personal, educational) leading to a career in a mental health field of interest
7. Describe how clinical psychology research is conducted and elaborate on the discipline's evidentiary basis.

Required Text

All of the required readings are journal articles, which will be available online through the York University library system.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Weekly Experiential Learning Activities (10 weeks x 4% each)	Throughout; see course schedule for dates	40%
Reflection Paper: My Pathway to Mental Health Work	Week 8	20%
Midterm Paper or Recorded Video	Week 12	20%
Final Exam	TBD – during final exam period	20%

Assessment	Date of Evaluation (if known)	Weighting
Total		100%

Description of Assignments

Weekly Experiential Learning Activities (40%)

There will be 10 experiential learning activities, each worth 4% - see course schedule for dates. The activities will be administered online through eClass. There will be no time limit on the activities, but they will likely take about 90 minutes to complete.

Reflection Paper: My Pathway to Mental Health Work (20%)

In this 750 word paper, please identify your preferred mental health career (e.g., psychiatrist, social worker, clinical psychologist, psychotherapist, child and youth worker) and articulate necessary educational and extracurricular requirements and experiences you will need to accrue to work towards joining this profession.

Midterm Paper or Recorded Video (20%)

Describe a clinical psychology intervention at the individual or community level in Ontario, and discuss how this addresses or does not address needs of a particular marginalized population. 5 external resources (not class readings) are required. For this assignment, you can choose to report your findings through either a 750 word paper or a 5 minute recorded video.

Final Exam (20%)

The final exam will consist of 100 multiple choice questions, and will be held during the final exam period. Questions will be distributed approximately equally over the course topics.

Class Format and Attendance Policy

This class is offered in a blended format. The asynchronous portion of the course will require about 1.5 hours of your time weekly. Attendance is expected at the in person portion of the course (1.5 hours weekly) to support your learning.

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 2021-22](#)

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 reason for missing an evaluated component in the course must be provided.

[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 2021-22 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

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 Plagiarism Detection

Turnitin software will be used to detect plagiarism on all written submissions.

Electronic Device Policy

Electronic devices are permitted in the in person portion of class if they support your learning.

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 2XXX 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

<i>Date</i>	<i>Topic</i>	<i>Reading/Assignment</i>
Week 1	What is 'mental health' and what is clinical psychology's role in it?	1. Canadian Mental Health Association Ontario. (2016). <i>Mental health statistics</i> . Available from: https://ontario.cmha.ca/wp-content/uploads/2016/10/CMHA-Mental-health-factsheet.pdf 2. Mikkonen, J. & Raphael, D. (2010). <i>Social determinants of health: The Canadian facts</i> . Read: Introduction (p. 7-9), Income and income distribution (p. 12-14), Housing (p. 29-31), Aboriginal status (p. 41-43), Gender (p. 44-46), Race (p. 47-49), and Disability (p. 50-52).
Week 2	Research methods in clinical psychology	1. Connolly, J., Josephson, W., Schnoll, J., Simkins-Strong, E., Pepler, D., MacPherson, A., ... & Jiang, D. (2015). Evaluation of a youth-led program for preventing bullying, sexual harassment, and dating aggression in middle schools. <i>The Journal of Early Adolescence</i> , 35, 403-434. 2. Westra, H. A., Constantino, M. J., & Antony, M. M. (2016). Integrating motivational interviewing with cognitive-behavioral therapy for severe generalized anxiety disorder: An allegiance-controlled randomized clinical trial. <i>Journal of Consulting and Clinical Psychology</i> , 84, 768–782. https://doi.org/10.1037/ccp0000098 - ELA 1 Due
Week 3	Classification and assessment of psychological distress and impairment	1. Flanagan, J., & Flanagan, R. (2003). <i>Clinical Interviewing</i> . Wiley. **Read Chapter 6: An overview of the intake process (pp. 135-167). 2. Ussher, J. M. (2013). Diagnosing difficult women and pathologising femininity: Gender bias in psychiatric nosology. <i>Feminism & Psychology</i> , 23, 63–69. - ELA 2 Due
Week 4	Clinical psychology's role and relationship to Black, Indigenous and people of colour populations	1. Ansloos, J., Stewart, S., Fellner, K., Goodwill, A., Graham, H., McCormick, R., Harder, H., & Mushquash, C. (2019). Indigenous peoples and professional training in psychology in Canada. <i>Canadian Psychology</i> , 60, 265-280. 2. Javier Trevino, A., Harris, M., & Wallace, D. (2008). What's so critical about critical race theory? <i>Contemporary Justice Review</i> , 11, 7-10. 3. <i>Truth & Reconciliation Commission Report: Survivors Speak</i> . Available from mwo3.exactdn.com/wp-content/uploads/content/uploads/2021/01/Survivors_Speak_English_

		<p>Web.pdf. Please read the “Fear, loneliness and emotional neglect” chapter (p. 109-115).</p> <p>4. Williams, M. (2021, September 1). Black psychologists say there are too few of them in Canada — and that's a problem. <i>CBC News</i>. Available from https://www.cbc.ca/news/canada/ottawa/black-indigenous-psychologists-accreditation-1.6152970</p> <p>- ELA 3 Due</p>
Week 5	Clinical psychology's relationship to sexual orientation and gender identity	<p>1. Everett, B., MacFarlane, D. A., Reynolds, V. A., & Anderson, H. D. (2013). Not on our backs: Supporting counsellors in navigating the ethics of multiple relationships within queer, Two Spirit, and/or trans communities. <i>Canadian Journal of Counselling and Psychotherapy, 47</i>, 14-28.</p> <p>2. Rider, G. N., Vencill, J. A., Berg, D. R., Becker-Warner, R., Candelario-Pérez, L., & Spencer, K. G. (2019). The gender affirmative lifespan approach (GALA): A framework for competent clinical care with nonbinary clients. <i>International Journal of Transgenderism, 20</i>(2-3), 275-288.</p> <p>3. Singer, B & Sammon, P (2021). 'Cured' documentary film. Available from: https://www.pbs.org/independentlens/documentaries/cured/</p> <p>- ELA 4 Due</p>
Week 6	Pathways to mental health work – What could be yours?	<p>1. Government of Ontario. (2018). <i>Community mental health careers</i>. Available from https://www.workinginmentalhealth.ca/forms/career.aspx</p> <p>2. Jolivet, L. <i>How to choose a therapist that's right for you</i>. Available from https://luminohhealth.sunlife.ca/s/article/What-is-the-difference-between-a-psychologist-and-a-psychiatrist-Find-the-right-therapist-for-you?language=en_US</p> <p>- ELA 5 Due</p>
Week 7	Ethical considerations in clinical psychology	<p>1. Canadian Psychological Association. (2017). Canadian Code of Ethics for Psychologists (4th Edition). Available from https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf</p> <p>- ELA 6 Due</p>
Week 8	Clinical psychology interventions across location and lifespan	<p>1. Messer, S. B., & Wampold, B. E. (2002). Let's face facts: Common factors are more potent than specific therapy ingredients. <i>Clinical Psychology: Science and Practice, 9</i>, 21-25.</p> <p>- Reflection Paper: My Pathway to Mental Health Work due</p>
Week 9	Clinical psychology intervention in couples and families	<p>1. Gottman, J. M, & Gottman, J. S. (2015). Gottman couple therapy. In A. S. Gurman, J. L. Lebow, & D. K. Snyder (Eds.), <i>Clinical handbook of couple therapy</i> (5th ed, pp. 129-160). Guilford Press.</p> <p>- ELA 7 Due</p>

Week 10	Modalities for counselling and psychotherapeutic intervention	<p>1. Yalom, I. D., & Leszcz, M. (2020). <i>The theory and practice of group psychotherapy</i> (6th ed). Basic Books. **Read Chapter 1: The therapeutic factors</p> <p>2. Smucker Barnwell, S. (2019). A telepsychology primer. <i>Journal of Health Service Psychology, 45</i>, 48-56.</p> <p>3. Wood, C., Fredericks, M., Neate, B., & Unghango, D. (2015). The stories we need to tell: Using online outsider-witness processes and digital storytelling in a remote Australian Aboriginal community. <i>International Journal of Narrative Therapy & Community Work, 4</i>, 40-54.</p> <p>- ELA 8 Due</p>
Week 11	Clinical psychology prevention and intervention at the community level	<p>1. Hynie, M., Umubyeyi, B., Gasanganwa, M. C., Bohr, Y., McGrath, S., Umuziga, P., & Mukarusanga, B. (2015). Community resilience and community interventions for post-natal depression: Reflecting on maternal mental health in Rwanda. In <i>Women's Mental Health</i> (pp. 343-356). Springer.</p> <p>2. Wolitzky-Taylor, K., LeBeau, R. T., Perez, M., Gong-Guy, E., & Fong, T. (2020). Suicide prevention on college campuses: what works and what are the existing gaps? A systematic review and meta-analysis. <i>Journal of American College Health, 68</i>, 419-429.</p> <p>- ELA 9 Due</p>
Week 12	Ways forward – Opportunities at York	<p>- ELA 10 Due</p> <p>- Midterm Paper/Recorded Video due</p>
Final Exam will be held during the exam period.		

Memo

To: Dr. Karen Fergus, Associate Professor & Undergraduate Program Director,
York University, Department of Psychology

From: Marcia Salmon, Associate Librarian, Scott Library

Date: 21 October 2021

Subject: Library Statement for Clinical Psychology for the 21st Century

I have reviewed the course proposal material for *Clinical Psychology for the 21st Century*. I am happy to report that York University Libraries (YUL) will be able to support this course. Most of the titles in the bibliography are already held at YUL with some available in both print and electronic format. This course will be well supported by resources already available for students and faculty within the programs in the Faculty of Health. A search of YUL resources revealed more sources related counselling and clinical psychology and that includes both journals and monographs in print and electronic format.

Liaison and subject librarians with research expertise are always available to support students and faculty research needs. Additional resources can be found in the following select research guides:

Psychology: <https://researchguides.library.yorku.ca/psychology>

Students also have access to the Resource Sharing Department to request materials not held at York Libraries.





November 5, 2021

Dear Professor Fergus,

**UNIVERSITY
INFORMATION
TECHNOLOGY**

**Learning Technology
Services**

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
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www.yorku.ca/lts

University Information Technology (UIT) is committed to the support of eLearning for the academic community and supports many technologies that underpin those efforts, include eClass as York's primary learning management system. Within eClass a wide array of tools are made available to support pedagogical needs for information delivery, communications between course participants, assessment, collaboration and others. UIT also provides many additional computing supports including labs and access to software, either for purchase or via MyApps. Additionally, Learning Technology Services (LTS) provides primary support to courses and instructors within the Faculty of Health.

Related specifically to this proposed course, access to eClass for upload and presentation of course materials including videos is fully supported by LTS, as is the use of discussions and the ability to upload reflection activities for the asynchronous components of this blended course. Classroom needs including WiFi connectivity, A/V equipment for presentation, and iClicker for polling and engagement activities are available and well supported.

With these supports in place I'm happy to confirm UIT support of "Clinical Psychology for the 21st Century."

I wish you well on your proposal for this course.

Sincerely,

Rob Finlayson

Rob Finlayson

Manager, Learning Technology Services
University Information Technology



School/Department: Psychology

Course Rubric and Number: PSYC 4063

Credit Weight: 3.00 Effective Session:
(e.g. 3.00, 6.00) (e.g. Fall 2021, F/W 2021-22)

Course Title: *The official name of the course as it will appear in the Undergraduate Calendar.*
 Essential Processes in Counselling and Psychotherapy

Short Title: *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and calendar copy).*
 Essential Therapeutic Processes

Brief Course Description: *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of..."*

This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.

Analyzes and develops knowledge and skill in recognizing and responding to essential processes of change in counselling and psychotherapy. Employs deliberate practice of skills related to the recognition and exploration of emotion processes, cognitive processes, narrative processes, relational processes, and behavioural change processes, as well as the facilitation of self-awareness and cultural awareness. Deliberate practice is an evidence-based method for improving performance that involves observing one's own work, getting expert feedback, setting incremental learning goals just beyond their ability, repetitive behavioural rehearsal of specific skills, and continuously assessing performance. Students will engage in deliberate practice exercises via role plays and simulated video-based exercises. Discusses and critically considers ethical and professional issues relevant to clinical practice in working with vulnerable individuals. Note: *This course is intended to be a **required course in the proposed Counselling and Mental Health (C&MH) Disciplinary Certificate** program – a proposal for which is undergoing review along with the present NCP.*

List course(s) where applicable:

Prerequisites:	HH/PSYC 4061 3.00 OR HH/PSYC 4060 6.00; HH/PSYC 4062 3.00
Corequisites:	PSYC 4062 3.0; PSYC 4060 6.0 (if one or both courses have not been completed as a pre-requisite)
Cross-listed to:	
Course Credit Exclusions*:	
Integration**:	

NOTE: (1) PSYC 4061 is commonly offered in the summer and we plan to mount the proposed course in the Winter semester. Thus it shouldn't be too difficult for students to obtain this pre-requisite prior to taking the proposed course. With respect to PSYC 4060 which is a CCE for PSYC 4061+ PSYC 4062, the first half is generally when psychotherapy theories are taught (consistent with the PLOs for PSYC 4061) and the second half usually entails more skills-based learning (consistent with PLOs for PSYC 4062). Thus if a student starts PSYC 4060 in the Fall and enrolls in the proposed course for the Winter, they will essentially be covering PSYC 4062 content in a co-requisite fashion while taking the proposed course. (2) Although this course is open to all students who have the pre-requisites and/or co-requisites, C&MH Certificate students will be given priority. Non-Certificate students may take the course by permission only. C&MH Certificate students with the pre- and/or co-requisites will receive a bulk load add permission, manual permissions will be used for non-Certificate students which will reduce administrative burden, while non-Certificate students will need to be manually enrolled once permission is granted.

*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

**Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

Open to:	Students intending to complete the Certificate in Counselling and Mental Health
Not open to:	
Notes:	Students who have the pre-requisites and/or co-requisites, particularly C&MH Certificate students, will be given priority. Non-Certificate students may take the course by permission only.

Science Course:

	YES	NO
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		X

Section A - Course Rationale:

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

There are two other courses in the Psychology department that specifically address counselling and psychotherapy. PSYC 4061 covers existing models of psychotherapy and the theories undergirding them, and PSYC 4062 supports students in developing broad-level beginner level skills in fostering a therapeutic, helping relationship (e.g., therapeutic alliance formation, minimal encouragers, therapeutic questions, and reflective listening). Note PSYC 4060 is a 6 credit course that is a CCE for PSYC 4061 3.0 + PSYC 4062 3.0. The proposed course will adopt a more granular approach to studying and developing therapeutic skills. Specifically, students will delve more deeply into therapeutic processes that are facilitative of change as well as those that may impede or interfere with the therapeutic client progress. Deliberate practice (DP) is an evidence-based method for improving performance in an effective and reliable manner. Deliberate practice techniques target an experiential and procedural type of learning that involves observing your own work, getting expert feedback, setting incremental learning goals just beyond your ability, repetitive behavioral rehearsal of specific skills, and continuously assessing performance (Ericsson, 2006). Deliberate practice as applied to psychotherapy training is at the leading edge of mental health professional education with a mounting body of evidence demonstrating its effectiveness in building skills that are focused on clinical interventions (interpersonal skills) as well as skills for promoting awareness of the individual practitioner's own inner experience (intrapersonal skills). Through the application of DP, students in this course will be afforded an opportunity to develop and hone their skills at recognizing and facilitating 'good' versus 'poor' therapy processes. The other advantage of DP is that beyond well-structured role play exercises, much of the learning stimulation happens through simulated, video-taped interactions that is a safe and developmentally appropriate format for training undergraduate students. A trans-theoretical "common factors" approach will be adopted throughout the proposed course which also distinguishes this course from PSYC 4061 and PSYC 4060 where the learning outcomes focus on distinguishing *between* multiple therapeutic modalities, rather than delving into what is common across models of therapy (i.e., common factors) such as the therapeutic alliance, outcome expectancies, positive regard etc. Recognizing the latter processes form the learning outcomes for this proposed course.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

This course builds on the current courses PSYC4061 "Theoretical Approaches to Counselling and Psychotherapy" and compliments PSYC 4062 "Skills and Techniques in Counselling and Psychotherapy". This course will contribute to the Department's goals of increasing opportunities for students to engage in experiential learning activities and deliberate practice in hand's on skill development. Additionally, this course draws upon innovative research in psychotherapy processes by faculty members Dr. Tali Boritz and Dr. Henny Westra to employ the evidence-based experiential learning technique of "deliberate practice" (watching, discussing, coding, and responding to video-taped psychotherapy sessions) thereby aligning with the University Academic Plan's prioritization of experiential education for 21st Century Learning. Through this course, students will have the chance to develop and grow skills essential to a range of mental health and other helping professions, which are currently greatly coveted for employment in a variety of settings (e.g., healthcare, childcare, education, etc.). Additionally, this course will serve as a key foundational learning experience for the newly proposed certificate in Counselling and Mental Health. Having a course that provides students the opportunity to develop these skills may help to attract prospective undergraduate students and may contribute to student employment opportunities post-graduation. This aligns with the university academic plan (2020-2025) priority 1: 21st Century Learning contributing to every student being provided with an experiential learning opportunity. This also aligns with the 2020 -2021 Faculty of Health's IRP Action/objective 1.1.8 to Develop, promote, integrate, implement experiential education (EE) opportunities into our programs. (see <https://www.yorku.ca/health/strategic-planning/>)

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

The proposed course does not overlap with existing courses offered in the psychology undergraduate program. This course offers a new applied content area for student learning and is aligned with a newly proposed certificate in Counselling and Mental Health. In this course students will be introduced to theoretical and methodological frameworks for understanding essential processes of change in counselling and psychotherapy. Students will have the opportunity to develop skills for recognizing therapeutic processes and skills for responding to these processes when in a helping role. These are critical skills for individuals entering a wide range of helping professions in the healthcare sector, childcare, and education. The content and design of this course will provide students in psychology with unique, applied research, analytic, and interpersonal skills that can benefit their future activities academically (i.e., Individual research projects and professionally (i.e., transferable research design and application skills, soft skills such as working collaboratively with others, communication skills, etc.).

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

This course is intended to be a seminar restricted to 30 students or less allowing for more in-depth discussion among students and professor - and opportunity to collectively reflect on the readings and video interactions.

Section B - Course Structure:

1. Is this course (Please select one with "X"):

	Fully online
	Fully face to face
X	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

This is a 3.0 credit course, which will consist of 36 scheduled contact hours spanning 12 weeks.

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

No more than 1/3 of the course will be taught online. Deliberate practice (DP) is one of the main pedagogical approaches in this course and the online hours will be used to facilitate DP exercises.

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

As this will be a required course for the Counselling and Mental Health Certificate, and we anticipate there will be a large number of students pursuing the Certificate, we anticipate offering at least four sections a year once the Certificate is fully established. However, given this is a fourth year course, we expect to have a couple of years before the program is running to its full capacity, so we may be able to offer fewer sections in the shorter term.

5. Can you staff this course using current teaching capacity?

YES	NO
X	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

At the present time we expect to be able to mount this course with our current full time clinical psychology faculty. However, as the associated Counselling and Mental Health Certificate (which is currently in the proposal stage and for which this course is a requirement) becomes more established, we may need additional faculty to teach this course.

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

Tali Boritz, Henny Westra, John Eastwood, Alberta Pos, Karen Fergus

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department UPD/Chair.

No, this course does not rely on faculty from other programs to teach it.

Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.
- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see <https://student.computing.yorku.ca/technology-used-in-courses/>) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to <https://its.info.yorku.ca/health/>.
- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
 - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
 - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
 - multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

1. Course Topics/Theories

List the key topic areas taught in this course.

In this course, students advance their existing knowledge and skills in counselling and psychotherapy by (1) acquiring more in depth knowledge of specific change processes as these unfold in the counselling and psychotherapeutic relationship, (2) working in a group to learn and apply a specific psychotherapy process coding system to clinical case material (e.g., expressed empathy, therapeutic alliance, client resistance), and (3) working in a group to engage in deliberate practice of essential therapeutic skills linked to the change process in counselling and psychotherapy, (4) ethics in applied practice and working with vulnerable individuals and adhering to one's professional scope of practice, (5) effective use of self in the therapeutic relationship (e.g., self-awareness, mindfulness, emotion regulation, self-compassion).

Week 1: Introduction – Psychotherapy as a protected act
 Week 2: The Therapeutic Change Process
 Week 3: Self-Awareness and Cultural Awareness
 Week 4: Ethical Issues in Counselling and Psychotherapy
 Week 5: Quiz 1
 Week 6: Reading Week
 Week 7: Facilitating Exploration: Attending, Listening, and Observing
 Week 8: Facilitating Emotional Processes
 Week 9: Facilitating Exploration: Cognitive and Narrative Processes
 Week 10: Facilitating Insight (Client and Therapist Processes)
 Week 11: Working with the Therapeutic Relationship
 Week 12: Facilitating Action: Behavioural Change Processes

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		x
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		x

Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		x
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If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)* content or components you are proposing to include in your course in the box below.

*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:

- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

- Extends students' knowledge of the principles, theories, and frameworks of essential therapeutic processes in counselling and psychotherapy
- Exposes students to examples of and experiences with the application of psychotherapy process research methods
- Provides students opportunities to engage in deliberate practice to develop essential therapeutic skills that promote therapeutic change
- Provides students opportunities to develop and practice skills in effective collaboration and teamwork (apply a psychotherapy process measure to clinical case material)
- Afford students opportunity to develop self-awareness tools and reflect on their own role in the therapeutic/helping relationship
- Build on students' knowledge of ethical conduct as applied to counselling and psychotherapy
- Reinforce students' understanding of 'competent practice' as defined by the Regulated Health Professions Act and relevant regulatory bodies, and the notion of 'scope of practice' as applied to counselling and psychotherapy contexts

3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:

- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?

- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

By the end of this course, students will be able to:

1. Demonstrate in-depth knowledge of evidence-based processes of change in counselling and psychotherapy
2. Locate research articles and show critical thinking about research findings related to change processes in counselling and psychotherapy.
3. Apply psychotherapy process measures to clinical case material
4. Engage in deliberate practice of specific counselling and psychotherapy skills
5. Engage in evidence-based dialogue with course director and peers.
6. Demonstrate an ability to work with others.
7. Identify and critically analyze ethical issues in counselling and psychotherapy
8. Describe how and why psychotherapy and counselling are regulated activities, and why all mental health professionals have a defined scope of practice
9. Reflect on the use of self in a therapeutic or helping relationship

4. Course Teaching Strategies and Learning Activities

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:

- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:

(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

Lectures

In class discussions

Active learning strategies (e.g., think, pair share)

Experiential Education (e.g., role playing, visual media, case studies, course-based research)

Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

			For EE Activities Only	
Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N) <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How you will engage students in reflection around this activity?	Corresponding EE Strategy 1- Classroom Focused 2- Community Focused 3- Work Focused
<i>Example:</i> 1. Guest Speaker representing a community-focused agency	<i>Example: Identify and critically evaluate challenges to implementing equity-informed health policies</i> OR Learning Outcome #3	<i>Example:</i> N	<i>Example: Think-Pair-Share- In pairs, students will discuss two key questions, and share responses with the class.</i>	1
1. Lectures	Learning Outcome #1 Learning Outcome #2 Learning Outcome #4 Learning Outcome #7	Yes (Assignments/Tests)		
2. In-Class Discussion	Learning Outcome #5 Learning Outcome #7 Learning Outcome #8	Yes (Participation/Reflection)		
3. Active Learning Strategies Think-Pair-Share – in groups of 3, students will discuss two key questions.	Learning Outcome #1 Learning Outcome #4 Learning Outcome #5 Learning Outcome #6 Learning Outcome #7 Learning Outcome #8	Yes (Reflection)	Think-Pair-Share activities will be followed by class discussion in which groups share the work they have completed back to the larger group, emphasizing process to make link between the activity outcome and the knowledge content covered that day	1 – Classroom Focused
4. Experiential Education Students will be shown videos of therapy sessions Students will engage in deliberate practice role-playing of specific therapeutic skills.	Learning Outcome #1 Learning Outcome #2 Learning Outcome #3 Learning Outcome #4 Learning Outcome #5 Learning Outcome #6 Learning Outcome #7 Learning Outcome #8	Yes (Assignments/Tests/Presentations; Participation/Reflection)	Video demonstrations will be followed by class discussion, in which the students share their observations with the larger group. Students will reflect on the role-playing activity by receiving and addressing feedback from peers and the instructor.	1 – Classroom Focused

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1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

N/A

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		X

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

Learning/Teaching with Technology:

3. How are learning or teaching technologies incorporated into the course?

eClass will be used to support a student discussion forum through which students can connect and work virtually with their group members on the group project. Demonstration therapy videos will be integrated into didactic presentations. Deliberate practice exercises will be recorded and uploaded to eClass.

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, “on-site” examinations will be required, etc.)

Online learning activities will replace some in-class time (less than 1/3 of class time). Specifically, some deliberate practice exercises will be conducted in pairs via Zoom such that students can record their interactions, analyze and reflect on them, and allowing the instructor to provide feedback on skill performance.

Assessment and Evaluation Strategies:

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
In Class Quiz	20%	1, 7

Paper: Psychotherapy Process Measure: Literature Review and Application	30%	1, 2, 3
Group Exercise: Deliberate Practice Assignment	20%	4, 6, 8
Reflection Paper	10%	1, 7, 8
Participation	20%	1, 4, 5, 6, 7, 8

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a) a pre-test or quiz that asks students to share what they already know about a topic
- b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
- c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

Quiz that asks students to share what they already know about a topic.

A think-pair-share exercise where students explore and discuss key course concepts in pairs, and then as part of a larger class discussion

Weekly reflection exercises where students are asked to link the course material to their real-life experiences (e.g., salient interpersonal events in volunteer placements, research labs, work environments, or other general encounters).

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

N/A

Bibliography:

4. Please list the required readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Week 1: Introduction

Hill textbook – Chapter 2: A Model of the Helping Process (pp. 27-50) - Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Edition). Washington, DC: American Psychological Association.

McLeod, J. (2021). How students use deliberate practice during the first stage of counsellor training. *Counselling and Psychotherapy Research*. <https://doi.org/10.1002/capr.12397>

Week 2: The Therapeutic Change Process

Kazdin AE. (2009). Understanding how and why psychotherapy leads to change. *Psychotherapy Research*, 19(4-5):418-28. doi: 10.1080/10503300802448899. PMID: 19034715.

Goldfried, M. R., & Davila, J. (2005). The role of relationship and technique in therapeutic change. *Psychotherapy: Theory, Practice, and Training*, 42, 421-430.

Week 3: Self-Awareness and Cultural Awareness

Chapter 3: Self-Awareness (pp. 51-63) - Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Edition). Washington, DC: American Psychological Association.

Chapter 4: Cultural awareness (pp. 67-86) - Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Edition). Washington, DC: American Psychological Association.

Week 4: Ethical Issues in Counselling and Psychotherapy

https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

Week 5: Quiz 1

Week 6: Reading Week

Week 7: Facilitating Exploration: Attending, Listening, and Observing

Chapter 5: Overview of the Exploration Stage (pp. 87-105) - Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Edition). Washington, DC: American Psychological Association.

Chapter 6: Skills for Providing Support (pp. 107-128) - Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Edition). Washington, DC: American Psychological Association.

Week 8: Facilitating Emotional Processes

Chapter 8: Skills for Exploring Feelings (pp. 151-176) - Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Edition). Washington, DC: American Psychological Association.

Chapter 9: Integrating the Skills of the Exploration Stage (pp. 177-204) - Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Edition). Washington, DC: American Psychological Association.

Greenberg, L. S., & Safran, J. D. (1989). Emotion in psychotherapy. *American Psychologist*, 44(1), 19–29. <https://doi.org/10.1037/0003-066X.44.1.19>

Week 9: Facilitating Exploration: Cognitive and Narrative Processes

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McLeod, J. (2006). Narrative knowing: the nature and function of storytelling in therapy. In *Narrative and psychotherapy* (pp. 28-53). SAGE Publications Ltd, <https://www.doi.org/10.4135/9781849209489.n2>

Week 10: Facilitating Insight (Client and Therapist Processes)

Chapter 10: Overview of the Insight Stage (pp. 205-226) - Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Edition). Washington, DC: American Psychological Association.

Chapter 11: Skills for Fostering Awareness (pp. 227-250) - Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Edition). Washington, DC: American Psychological Association.

Week 11: Working with the Therapeutic Relationship

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Chapter 13: Skills for Processing the Therapeutic Relationship (pp. 273-294) - Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Edition). Washington, DC: American Psychological Association.

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Chapter 16: Steps for working with Four Action Tasks (pp. 350-390) - Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Edition). Washington, DC: American Psychological Association.

5. Please list any suggested readings for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

N/A

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

N/A

Section E - Resources Requirement:

This section may need to be filled in with the help of your Chair/Director and operations manager:

1. Computing:

- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

2. Classroom:

- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

Moveable table and chairs in a large enough space for students to break out into small groups; audio/visual equipment; WIFI

3. Teaching Support:

<ul style="list-style-type: none"> Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify: 	YES	NO
		X
<ul style="list-style-type: none"> Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size: 	YES	NO
		X
<ul style="list-style-type: none"> Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses? 	YES	NO
		X
If yes, specify why and for what duties/tasks the extra support is needed:		
<ul style="list-style-type: none"> If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate: <ul style="list-style-type: none"> Will the instructor need to travel to visit the off-campus community partner(s)? 	YES	NO
		X

<input type="radio"/> Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:	YES	NO
		X
<input type="radio"/> Is the placement intended to be domestic or international, or both?	Domestic	N/A
	International	N/A
	Both	
<input type="bullet"/> If the course is blended or online, indicate whether the support of the eLearning specialist is required? If yes, please specify the type of eLearning supports you need:	YES	NO
		X

4. Statements of Support (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

Learning Technology Services (LTS) Statement:

If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson (rfinlays@yorku.ca). Please note, it will take two weeks to get a statement of support.

Library Support Statement:

Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised September 2020

**Faculty of Health
Department of Psychology
Essential Processes in Counselling and Psychotherapy**

INSTRUCTOR INFORMATION

Instructor: TBD
Office: TBD
Office Hour: TBD
Email: TBD

COURSE PREREQUISITES

HH/PSYC 4061 3.00; HH/PSYC 4060

COURSE WEBSITE

[TBD](#)

All course-related materials will be posted to eClass, including the **syllabus, lecture slides, assignments, grades, and links to readings and therapy videos**. I will also post **announcements** to the course website. Please check the course page regularly for these announcements, especially before class any assignment due dates.

COURSE DESCRIPTION

This course provides an introduction to essential processes of change in counselling and psychotherapy. In this course, students will analyze and develop knowledge and skill in recognizing and responding to essential therapeutic processes. This course includes deliberate practice of skills related to the recognition and exploration of emotion processes, cognitive processes, narrative processes, relational processes, and behavioural change processes, as well as the facilitation of self-awareness and cultural awareness. Students in this course will be asked to critically considers ethical and professional issues relevant to clinical practice in working with vulnerable individuals.

SPECIFIC COURSE LEARNING OBJECTIVES

In this this course students will advance their existing knowledge and skills in counselling and psychotherapy by acquiring more in depth knowledge of specific change processes as these unfold in the counselling and psychotherapeutic relationship; learning to apply a specific psychotherapy process coding system to clinical case material (e.g., expressed empathy, therapeutic alliance, client resistance); working in a group to engage in deliberate practice of essential therapeutic skills linked to the change process in counselling and psychotherapy; discussing the ethics in applied practice and working with vulnerable individuals; considering the effective use of self in the therapeutic relationship (e.g., self-awareness, mindfulness, emotion regulation, self-compassion).

PROGAM 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 TEXTBOOK

Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action (5th Edition)*. Washington, DC: American Psychological Association.

Hardcopies of the textbook are available for purchase at the York University Bookstore. The e-book is available for purchase via <https://www.apa.org/pubs/books/4311039>. A hardcopy of the textbook will be available on reserve at the York University Library. *NOTE: In addition to the textbook, there are required selected readings that can be accessed via eClass. See page 7 for full list.*

COURSE REQUIREMENTS AND ASSESSMENT

Assessment	Weighting
In Class Quiz	20%
Paper: Psychotherapy Process Measure: Literature Review and Application	30%
Group Exercise: Deliberate Practice Assignment	20%
Reflection Paper	10%
Participation	20%

DESCRIPTION OF ASSIGNMENTS

(A) Quiz 1 (20% of final course grade)

Quiz 1 will consist of 3 short essay questions about based on lectures, readings, and course materials covered from Weeks 1-4. More information will be provided in class.

(B) Paper (30% of final course grade)

The term paper will involve a literature review and application of a selected psychotherapy process research measure to transcript and/or video clinical case material (provided by the professor).

(C) Group Exercise (20% of final course grade)

In groups of 2-3, students engage in the deliberate practice of specific psychotherapy skills presented in the course. Groups will video tape their progression through role plays with simulated case material, including the delivery of constructive feedback provided to other group members.

(D) Reflection Paper (10% of final course grade)

Students will respond to 3 questions reflecting on their knowledge and skill acquisition throughout the course.

(E) Participation (20% of final course grade)

Student participation will be assessed throughout the course. Each week, students will be asked to submit a brief weekly response to a **reflection survey that can be found on eClass**. Students will be assigned (+) or (-) based on the submission of weekly reflection assignments. These surveys will be used to inform class discussions. Students will also be evaluated on seminar attendance, active involvement in class discussion and experiential exercises, depth and quality of contribution, and preparedness for the lectures.

GRADING

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.). Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles. (For a full description of York grading system see the York University Undergraduate Calendar: <https://calendars.students.yorku.ca/2021-2022/grades-and-grading-schemes>)

MISSED TESTS/LATE ASSIGNMENT

You will have 24 hours to complete each of the Term Tests. **No tests will be accepted after the 24-hour test period has passed unless an academic accommodation has been explicitly granted by the course instructor.** There will be no make-up tests. If you miss a test without a legitimate excuse, you will receive a mark of zero. If you are able to provide legitimate documentation of your absence, then your other test grades will be re-weighted to account for the missed test. For any missed test or late assignment, students **MUST** complete the [HH PSYC: Missed Tests/Exams Form](#), which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID19, 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. 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.

ATTENDANCE POLICY

Attendance in this course is mandatory. Absences will result in a deduction of participation marks, unless supporting documentation for absence is provided.

CONTACT

All communication should be sent via York University email addresses only. Please include "PSYC 40XX" in the subject line. If you would like to meet during office hours to discuss matters concerning the course, please email me to schedule an appointment.

ADD/DROP DEADLINES

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

Important dates (selected)	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	March 18
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - Apr. 10	March 19 - Apr. 10

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](#).

Potential offences include, but are not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
 - Working in groups on assignments that are supposed to be individual work.
 - Having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as their own without your permission.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.
- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

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. Additionally, you must include a signed Academic Integrity Checklist with your tests. If you do not include the statement, your work will not be graded. The Academic Integrity Checklist will be posted to eClass.

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.

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/>

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: <https://mhw.info.yorku.ca/>.

COURSE MATERIALS COPYRIGHT INFORMATION

These course materials are designed for use as part of the Psych 4060H 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](#)

USEFUL LINKS AND RESOURCES FOR ONLINE LEARNING

Student Guide to eClass: <https://thelp.yorku.ca/student-guide-to-moodle>

Computing for Students Website <https://student.computing.yorku.ca/>

Student Guide to eLearning at York University <http://elearning-guide.apps01.yorku.ca/>

Learning Skills Services: <https://lss.info.yorku.ca/online-learning/>

Zoom@YorkU User Reference Guide:

<http://staff.computing.yorku.ca/wpcontent/uploads/sites/3/2012/02/Zoom@YorkUUser-Reference-Guide.pdf>

Zoom@YorkU Best Practices:

<https://staff.computing.yorku.ca/wpcontent/uploads/sites/3/2020/03/Zoom@YorkUBest-Practicesv2.pdf>

COURSE SCHEDULE

Date	Topic	Assignments
Week 1	Introduction	Chapter 1 (Hill text) McLeod (2021)
Week 2	The Therapeutic Change Process	Kazdin (2009) Goldfried & Davila (2005)

Week 3	Self-Awareness and Cultural Awareness	Chapter 3 (Hill text) Chapter 4 (Hill text)
Week 4	Ethical Issues in Counselling and Psychotherapy	CPA Standards (2017)
Week 5	Quiz 1	No Readings
Week 6	<i>Reading Week</i>	
Week 7	Facilitating Exploration: Attending, Listening, and Observing	Chapter 5 (Hill text) Chapter 6 (Hill text)
Week 8	Facilitating Emotional Processes	Chapter 8 (Hill text) Chapter 9 (Hill text) Greenberg & Safran (1989)
Week 9	Facilitating Exploration: Cognitive and Narrative Processes	Chapter 7 (Hill text) McLeod (2006)
Week 10	Facilitating Insight (Client and Therapist Processes)	Chapter 10 (Hill text) Chapter 11 (Hill text)
Week 11	Working with the Therapeutic Relationship	Gelso & Hayes (2007) Anderson et al. (2020) Chapter 13 (Hill text)
Week 12	Facilitating Action: Behavioural Change Processes	Chapter 15 (Hill text) Chapter 16 (Hill text)
<i>Note. Drop deadline: Last day to drop course without receiving a grade is TBD.</i>		

REQUIRED READINGS

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McLeod, J. (2021). How students use deliberate practice during the first stage of counsellor training. *Counselling and Psychotherapy Research*. <https://doi.org/10.1002/capr.12397>

Week 2: The Therapeutic Change Process

Kazdin AE. (2009). Understanding how and why psychotherapy leads to change. *Psychotherapy Research*, 19(4-5):418-28. doi: 10.1080/10503300802448899. PMID: 19034715.

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Week 4: Ethical Issues in Counselling and Psychotherapy

https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

Week 5: Quiz 1 (No Readings)

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Chapter 16: Steps for working with Four Action Tasks (pp. 350-390) - Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action* (5th Edition). Washington, DC: American Psychological Association.



November 5, 2021

Dear Professor Boritz,

**UNIVERSITY
INFORMATION
TECHNOLOGY**

**Learning Technology
Services**

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
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EXT 30341
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rfinlays@yorku.ca
www.yorku.ca/lts

University Information Technology (UIT) is committed to the support of eLearning for the academic community and supports many technologies that underpin those efforts, include eClass as York's primary learning management system. Within eClass a wide array of tools are made available to support pedagogical needs for information delivery, communications between course participants, assessment, collaboration and others. UIT also provides many additional computing supports including labs and access to software, either for purchase or via MyApps. Additionally, Learning Technology Services (LTS) provides primary support to courses and instructors within the Faculty of Health.

Related specifically to this proposed course, access to eClass for upload and presentation of course materials including videos is fully supported by LTS, as is the use of discussions for group projects.

With these supports in place I'm happy to confirm UIT support of "Essential Processes in Counselling and Psychotherapy."

I wish you well on your proposal for this course.

Sincerely,

Rob Finlayson

Rob Finlayson

Manager, Learning Technology Services
University Information Technology



YORK UNIVERSITY
LIBRARIES

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Tel 416 736 2100
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Memo

To: Dr. Tali Boritz, Assistant Professor, Department of Psychology, York University

From: Marcia Salmon, Associate Librarian, Scott Library

Date: 22 September 2021

Subject: Library Statement for Essential Processes in Counselling and Psychotherapy

I have reviewed the course proposal material for *Essential Processes in Counselling and Psychotherapy*. I am happy to report that York University Libraries (YUL) will be able to support this course. Most of the titles in the bibliography are already held at YUL with some available in both print and electronic format. This course will be well supported by resources already available for students and faculty within the programs in the Faculty of Health. A search of YUL resources revealed more sources related counselling and psychotherapy and that includes both journals and monographs in print and electronic format.

Liaison and subject librarians with research expertise are always available to support students and faculty research needs. Additional resources can be found in the following select research guides:

Psychology: <https://researchguides.library.yorku.ca/psychology>

Students also have access to the Resource Sharing Department to request materials not held at York Libraries.

