YORK UNIVERSITY

FACULTY OF HEALTH

DEPARTMENT OF PSYCHOLOGY

40613.0 - Fall, 2015

THEORETICAL APPROACHES TO COUNSELLING AND PSYCHOTHERAPY

COURSE OUTLINE

COURSE DIRECTOR: DR. MICHAEL LUTHER

Dr. M. Luther 277 BSB  mluther@yorku.ca

Secretary: Agnes Levstik BSB 281

THURSDAYS – 8:30 AM – 11:30 AM

Appointment: 1 hour before class at Class

A SEMINAR COURSE (3 HOURS PER WEEK)

Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00 with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2130 3.00 or AK/HH/PSYC 3220 3.00; AK/HH/PSYC 3140 3.00 (after Winter 2002) or AS/SC/PSYC 3140 3.00 or AK/HH/PSYC 3215 3.00. Course credit exclusions: AK/AS/HH/SC/PSYC 4060 6.00, AK/PSYC 4210 3.00 (prior to Summer 2002), GL/PSYC 4250 3.00

N.B. NO CELL PHONES IN THE CLASSROOM!!!

COURSE DESCRIPTION:

As a seminar course, attendance is mandatory; it involves ‘active’ learning on-site and in person! This course provides in-depth coverage of counselling techniques and theories. A variety of older and current modes of therapy are presented and studied. Emphasis is on the theoretical assumptions made by the different theories, and the impact of the theory on therapeutic practice. Even non-theoretical models are looked at. A variety of areas such as: Psychoanalysis, Analysis, Gestalt, Humanistic (Logotherapy, Adlerian, & Narrative), Behavioural (B.Mod., IBI, & Systematic Desensitization), Brief Therapies (Solution-Focus, TA, and Pattern Interruption), Cognitive Therapy, Cognitive Behavioral Therapy, EMDR, Dialectical Behavioural Therapy, etc., are covered. Critiques of each will be done by the students. These modes will be demonstrated in each seminar in an active way; role-playing in dyads (two’s) is to be used too. The Naturalistic/Biocentric approach will be looked at, as well.
Competencies                          Grade %
1) Attendance/Participation (3 hours/week) = 25%
(no cell phones! no laptops needed)
2) Oral Presentation (1 hour) = 25%
3) Written Paper* An analytical paper (15-20 pg.) = 50%
APA Style (with headings and subheadings)

*This is not just a descriptive essay, per se, but an analytical paper worth 50% of the grade.

TEXT

Paper (50%)
(Due last class – December 4)
A major paper using APA style and Headings is required. The student will compare his/her chosen therapy model to essential aspects of at least 3 other methods. These are not just summaries of each therapy; instead these are to compare and contrast main features of these therapeutic approaches. The layout is as follows:

A) Introduction (Intent) 1 page only
B) Your Chosen Model (Summary) 3 pages
C) Comparisons – (3 models) (3X3) 9 pages
D) Conclusions/Evaluations (pro’s/Con’s) 2-3 pages
E) References 1-3 pages
* See Rubric at back of outline.

Presentation (25%)
A typical presentation is 45 minutes to 60 minutes (1 hour). Importantly, a multimedia format is used; a clear presentation is crucial. Normal pace and voice is imperative. Do not race through material. Delivery is non-egocentric; pay attention to your audience! DO NOT READ IT ALOUD (your presentation); instead, discuss it in a seminar format. Impart knowledge and even teach the class something useful, new, and interesting. DON’T JUST REGURGITATE. It must be in depth, on-topic, and both theoretical and practical. Critique the model of therapy presented (i.e., at end). Also, open for questions (at end). You may use A/V equipment and Power Point. Prepare a small (2-page) hand-out. The presentation is factual and not just anecdotal/subjective.
Schedule

No Class on October 30, 2014

Class #1
- Foucault’s view of pathology by DR. LUTHER
- Darwin’s view of Man
- Evolution and Naturalistic Therapy

Class #2
- Freud & Jung
(DR. LUTHER)

Class #3
- Psycho-analysis (Freud)
- Analysis (Jung)
- A. Adler & Gestalt (by F. Perls)

Class #4
- Behavior Modification: (Operant, IBI)
- Classical: (Systematic Desensitization) Students

Class #5
- Depression and Anxiety Cognitive Therapy (A. Ellis, D. Burns, A. Beck)
- Learned Optimism (M. Seligman) Students

Class #6
- Cognitive Behavioral Therapy CBT “Mind Over Mood” (Greenberger & Padesky)
- J. Schwartz “Brain Lock” Students

Class #7
- Narrative Therapy (M. White)
- Logotherapy (V. Frankl) Students

Class #8
- Solution-focused Approach (Walter & Peller)
- De Shazer & I. Berg Students

Class #9
- Pattern Interruption Therapy (Weakland & Siegel)
- Milton Erickson & Hypnosis Students

Class #10
- Roles (T/A) Therapy (Berne, the Freeds, or Harris) Students

Class #11
- Dialectical Behavioral Therapy (Linehan)
- E.M.D.R. (Shapiro) Students

Class #12
- The Optimistic Child (Seligman) or
- Play Therapy (Moustakas) or
- Art Therapy (for PTSD)
- T.A. For Kids (Freed) or
- Teen On-line Crisis Counselling Students
Required Readings (in Luther, et al. 2013)

#1 “Naturalistic Biocentric”            Reist & Luther      pgs. 201 –
#2 “Evolution”                   Allen       pgs. 55 –
#3 “Uncertain Future”          Luther (on Freud & Jung)    pgs. 337 –
#4 “IBI”            Casaluce              pgs. 321 –
#5 “Beyond Trepanation”       Gagnier & Sorge    pgs. 355 –
#6 “Uncertain Future”        Luther (on CBT)        pgs. 337 –
#7 “Essential Learning”          Luther (on Narrative)    pgs. 395 –
And “Brief Therapy”           Luther (on Narrative)    pgs. 425 –
#8 “Essential Learning”          Luther (on Solution Focus)    pgs. 395 –
And “Brief Therapy”            Luther (on Solution Focus)    pgs. 425 –
#9 “Essential Learning”          Luther (on Pattern Interruption)    pgs. 395 –
And “Brief Therapy”           Luther (Pattern Interruption)    pgs. 425 –
#10 “Transactional Analysis” (TA)      Azer & Andres    pgs. 451 –
#11 “Treatment For Paediatric PTSD”    Stephens      pgs. 469 –
#12 “Crisis Counselling”             Lemmex              pgs. 487 –

The course director is available to help students with projects on Thursday mornings before class at the seminar room. BEST OF LUCK!!!
‘CRITICAL’ PAPER MARKING SCHEME

POOR/FAIR/GOOD/V.GOOD/EXCELLENT/BRILLIANT

BASIC COVERAGE

APA STYLE

CITATIONS

QUOTES

GRAMMAR/SPELLING

HISTORY

THREE MODELS

ORGANIZATION

THEORY OF MIND

NATURALISTIC Ψ

FOCUS/
CLARITY

CONCLUSIONS

THESIS/
ARGUMENTS

REFERENCES

OVERALL MARK
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