

*Proposed Course Outline and Lecture Schedule**

**SKILLS AND TECHNIQUES IN COUNSELLING AND PSYCHOTHERAPY
HH/PSYC 4062 3.0**

York University
Faculty of Health
Department of Psychology
Fall 2013

Course Director: Dr. M. Sharon Armstrong
Email (expect 3 days for reply): sarm@yorku.ca
Course Secretary: Agnes Levstik, 281 BSB
Telephone: 416-736-5125 (messages only)
Course Time: Tuesdays, 8:30-11:30am
Location: SLH 107
Office Hours by appointment (273 BSB)

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 4061 3.00 or AK/HH/PSYC 4210 3.00. Course credit exclusions: AK/AS/HH/SC/PSYC 4060 6.00, AK/PSYC 4240 3.00 (prior to Summer 2002). Students must be in an Honours program and have completed 84 credits

Course Description and Goals:

This course introduces the process of counselling and it offers students an opportunity to examine and explore concepts as well as to gain an understanding of the fundamental skills involved in becoming a member of the helping professions. Basic client-centred skills and interventions will be introduced and practiced, including but not limited to the following: creating an environment of safety and trust, developing the therapeutic relationship, empathic listening and reflecting. Other skills that will be taught in this course include: assessment techniques; goal setting and treatment planning, working with emotions, cognitions and behaviours, exploring experiential meanings and narratives, and incorporating “homework”. Cultural and ethical considerations will be applied throughout the course.

Active participation in discussion and skills practice will be expected of all students in this class. As well, students will be encouraged to become aware of and to reflect upon their own values, motivations, strengths and limitations in terms of what they bring to the therapeutic relationship, and in relation to their emerging understanding of the *process* of counselling.

Course Organization:

This course will be taught in the style of a workshop, whereby classes will include: a) role-playing and practice interviewing; b) lecture and discussion of the reading for that class; c) small group discussions and experiential exercises; and, d) video demonstrations of skills.

Skills acquisition is an essential and integral part of this course; it involves active practice of the therapeutic interventions being learned. Therefore, sensitivity in interpersonal practice sessions is required. Note that students are encouraged **not** to divulge information of a highly personal or confidential nature in this course. However, within the role-plays and practice interviewing

components, there is a possibility that a student will gain knowledge of confidential information, such as knowledge about another student’s personal life. It is essential and the responsibility of each student in the course to respect and maintain every other student’s right to confidentiality. Moreover, as potential members of the helping profession, it is important to keep in mind that this experience is one point along the journey of ethical action and practice.

Turnitin Service and Moodle:

Unless you have made alternate arrangements with the professor, you will hand in all written assignments and essays via uploaded file to the Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. You will be able to access Turnitin through the Moodle application for this course. **Note that I will be making use of Moodle to post important information and any changes to the course – be sure to check Moodle regularly.**

***Required Texts:**

1. Essentials of Intentional Interviewing. Authors: Ivey, Ivey & Zalaquett. Published by Wadsworth, 2012.
2. Counseling and therapy skills (3rd ed.). Author: Martin, D.G. Published by Waveland Press, 2010.
3. Additional readings are assigned throughout the term (see ‘Add’ under Reading in Course Schedule).

Recommended Text:

Helping Skills: Facilitating Exploration, Insight and Action (3rd ed.). Author: Clara E. Hill. Published by American Psychological Association, 2009.

*Note that a free trial online textbook may be available at coursesmart.com through the following link: http://www.coursesmart.com/IR/2851412/9780840034571?__hdv=6.8

TENTATIVE Course Evaluation and Weighting

| Course Component | Weight | Date Due |
|---|---------------|---------------------------|
| Class Participation (discussion/role plays/exercises/handouts) | 15% | Weekly |
| Summary/Reflection Paper | 10% | September 24, 2013 |
| First Term Test | 25% | October 8, 2013 |
| Final Term Test | 25% | November 5, 2013 |
| Audio Transcript Analysis | 25% | November 26, 2013 |

Explanation of Course Components

Class Participation 15%

Students will contribute to the overall process of class engagement and learning as evidenced by:

- > Active Presence at all classes
- > Preparation for discussion, having read the reading for that class
- > Active participation in discussion
- > Active engagement in role plays and in-class exercises.

Note that documentation **is** required for absences.

Summary/Reflection Paper 10%

This paper will be a summary and reflection of the readings for that week (**chapter 3, Martin text; chapter 6, Ivey/Ivey/Zalaquett**). You will prepare a 3-page, double-spaced, typed summary, with proper **APA-style** referencing. The first two pages will be a summary of the essential concepts and main points from the readings and how they intersect and/or differ. The third page will be the student's personal reflection on the reading, focusing on one aspect of the reading that you find of significance (perhaps something controversial or very interesting to you or interesting intersections/differences across the two articles). You should use your own thought processes and you may use your own personal experiences in order to illustrate and develop your points (or your arguments) and how these ideas relate to the reading. This assignment is **due to be uploaded to Moodle before the start of class**. If handed in after the beginning of class, a late penalty of 1 mark will be imposed. If handed in after the due date, there will be a late penalty of 1 additional mark for each day late.

Two Term Tests 50%

Multiple choice, fill in the blank & matching questions.

- Based on the text chapters, alternate readings and in-class lectures.
- Held in class.
- Class time will be divided into two periods based on first letter of last name, as shown on class list. Half the class will attend the early sitting and half the class will attend the late sitting. At the first term test, students with surnames starting with the earlier letters (e.g., starting A...) will arrive at the usual class time, for the first seating, and students whose last name starts with later letters (e.g., ...Z) will arrive for the second seating. For the second exam, students will arrive at the opposite seating time.
- Second Exam is NON-cumulative

Analysis of Audio Transcript 25% (due November 26th)

Students will audio-record a 5-10 minute "counselling" interview with a class-mate. The "therapist" will engage in at least 15 interventions with the "client" and these will include the skills that have been learned in this class. After recording his or her tape, each student will transcribe it, ensuring that this transcription is a **verbatim** account of the interview. Transcribed interviews will be rated according to the Ivey Taxonomy from your *Essentials of Intentional Interviewing* textbook. More information will be given out prior to the last class. Ensure that you do not use a font size smaller than 12. The penalty for late assignments is 2 points per day late.

Academic Honesty

Cheating and Plagiarism are not tolerated: For further information and clarification please refer to the York University Senate Policy on Academic Honesty and other important general course information (regarding such things as ethics review processes, access/disability, religious observances, etc.) that is available on the following regularly updated website:

<http://www.registrar.yorku.ca/calendars/2013-2014/policies/>

All students should be familiar with the tutorial on Academic Integrity which can be found at:

http://www.yorku.ca/tutorial/academic_integrity/index.html

Read these carefully. Breaches of academic honesty will be taken very seriously.

Missed Tests/Examinations

The student must contact the **course director** or the **course director's secretary** within **48 hours** of the missed test/exam, with the following information:

- name (give spelling of last name)

- student number
- course and section of course
- telephone number where student can be reached and best time to call back

If student is unable to contact the secretary or course director during this 48 hour period, subsequent documentation accounting for the delay **must** be provided.

Appropriate documentation verifying the circumstances for the missed test/exam **must** be provided. Failure to provide appropriate documentation will result in a grade of F for the missed test/exam.

What is appropriate documentation?

In medical circumstances:

- Statement from attending physician (or psychologist) which **must** include:
 - full name, mailing address, telephone number of physician
 - nature of the illness and its duration (i.e., dates covered)
 - statement regarding whether the illness (or medication) would have SERIOUSLY affected the student's ability to take the test/exam
- The physician's office may be contacted to verify that the forms were completed by the physician.

In non-medical circumstances:

- Official or credible documentation that supports the nature of the emergency (e.g., death certificate or obituary notice, automobile accident notice, appropriate receipts for emergency travel...)
- **Having to work at the time of the test is not considered a valid reason to miss a test.**

Make-Up Test

The student must be prepared to write the make-up test at the time set by the course instructor and must contact the course director (or the course director's secretary) to find out when the make-up test will take place, which may be as early as one week following the missed test. The make-up test will cover the same content but will not necessarily include the same questions as the original test. A conflict with another course during the time of the make-up **is not** a valid reason for missing the make-up.

Accommodation for Students with Special Needs

Students with physical, learning or psychiatric disabilities who require accommodation in teaching style or evaluation methods should **discuss this with the Course Director early in the year** so that appropriate arrangements can be made.

Students who feel there are extenuating circumstances which may interfere with the successful completion of any course requirements should discuss the matter with the Course Director **as soon as possible** to make appropriate arrangements.

Be familiar with the Senate Policy and attached Guidelines for Students with Special Needs.

Last Date to Enrol with permission of Course Director is October 4, 2013

Last Date to Drop this Course Without Academic Penalty is Nov. 8, 2013

**Changes to this PROPOSED course outline may be within the first few weeks of classes. Changes will be announced in class and/or posted on Moodle.*

Course Schedule

| DATE | TOPIC | READING |
|--------------|--|--|
| September 10 | Introduction to Course What is therapy, counselling? What is empathy? | Ivey, Ivey, Zalaquett: Chapter 1 Martin Text: Chapter 1 |
| Sept. 17 | Effective Listening | Ivey, Ivey, Zalaquett: Chapter 5 Martin: Chapter 2 Add: C. Hill (2004) <i>Attending and Listening</i> |
| Sept. 24 | Reflecting Summary/Reflection Journal Due | Ivey, Ivey, Zalaquett: Chapter 6 Martin: Chapter 3 |
| October 1 | Therapeutic Relationship | Ivey, Ivey, Zalaquett: Chapter 7 Martin: Chapter 6 |
| Oct 8 | Mid Term Test | |
| Oct 15 | Diversity and multi- cultural considerations | Ivey, Ivey, Zalaquett: Chapter 2 Martin: Chapter 12 M. Young (2009): Chapter 4, <i>Helping Someone Who Is Different</i> |
| Oct 22 | Evocative Empathic Therapy basics | Martin Text: Chapter 5 |
| Oct 29 | Assessment and Goal Setting | (Ivey, Ivey, Zalaquett: Chapter 2) Martin Text: Chapter 11 |
| Nov 5 | Final Term Test | |
| Nov 12 | <i>Cognitive and Behaviour Strategies and Techniques</i> | <i>Add: 1) Jon Kabat-Zinn, Full Catastrophe Living, Chapter 2. Add: 2) Leahy 3) Mind Over Mood</i> |
| Nov 19 | Emotion-Focused Therapy | <i>Emotion-focused Therapy: The Transforming Power of Affect</i> AE Pos, LS Greenberg (2007) http://link.springer.com/content/pdf/10.1007%2Fs10879-006-9031-z.pdf |
| Nov 26 | Film TBA Transcript Analyses Due | TBA |
| Dec 3 | Study Day – No Classes | |