

## Psychology 4062.03 A COUNSELLING PSYCHOLOGY

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**Class time:** Tuesday 8:30-11:30; FC 110

**Secretary:** Zehra Bandhu – 284 BSB - 736-2100 x66232

**Prerequisites:** All 4000-level Psychology courses require the following general prerequisites: AK/AS/SC/PSYC 1010 6.0 or AK/PSYC 2410 6.0, with a minimum grade of C; AK/AS/SC/PSYC 2030 3.0 or AK/PSYC 2530 3.0; one of AK/AS/SC/PSYC 2021 3.0, AK/PSYC 2510 3.0. Also AK/AS/SC/PSYC 4061 3.0 or AK/PSYC 4210 3.0. Students must be in an Honours program and have completed 84 credits

**Textbooks:** 1. Martin, D. G (2011). *Counseling and therapy skills. 3<sup>rd</sup> Edition.*  
Long Grove, Ill: Waveland Press

2. Geller, S. M., & Greenberg, L. S. (2012). *Therapeutic Presence: A Mindful Approach to Effective Therapy.* Washington: APA.

3. Additional Readings: To be assigned in class

**Course Objectives:** The purpose of the course is to provide an introduction to the process and skills of counselling. This will provide an opportunity for students to develop an understanding and practice skills for becoming a helpful counsellor. Foundational approaches to client-centered therapy will be introduced and practiced included but not limited to: Therapeutic presence, creating an environment of safety and trust, developing a positive therapeutic relationship and alliance, empathic listening and reflection. Students will also learn approaches that include mindfulness and emotion focused therapy. Discussion and practice of other dimensions of counselling such as assessment, ethics and termination will be explored.

**Class format:** The classes will be in the form of a workshop. The will include class discussion, role-playing, videos and experiential exercises to help stimulate learning of therapy skills. Students will be expected to be actively involved in the class in the form of discussion and experiential practices. Within the role-play and practice aspects of the course, there is a possibility that a student will gain knowledge of confidential information. It is essential and the responsibility of each student to respect other students experience and to maintain confidentiality, which is of the utmost importance in being a future counsellor and a member of the helping profession.

**Evaluation:** Core Therapeutic Quality Paper (20%) Due: October 28th, 2014  
In Class Exam: October 14<sup>th</sup>, 2014 (25%)  
Therapy Transcript Assignment (35%) Due: November 25th, 2014  
Class participation (20%)

Grading	Percentage	Letter Grade
	90-100	A+
	80-89	A
	75-79	B+
	70-74	B
	65-69	C+
	60-64	C
	55-59	D+
	50-54	D
	40-49	E
	0-39	F

## DESCRIPTION OF COURSE REQUIREMENTS:

### 1. Core Therapist's Quality Paper and Brief Presentation/Discussion (20%)

This practice and paper requires you to choose an aspect of therapeutic presence (paper provided) from the model in the introduction chapter of the book and chapters 4-6 and to write a brief paper about that (as well as be prepared to discuss in class). Core values or qualities of presence could include compassion, grounding, centering, deep listening, acceptance, intention, self-development of the therapist, authenticity, or others you can propose to me. I would ask you submit a brief proposal (a paragraph or two) on what you think would be a good core value or quality a therapist should have in therapy, and why. The paper submitted at the end of this project would be 3-4 double spaced pages and would require your personal reflection combined with a literature review (journal articles or chapters), which would include at least 5 references. Some reflection (personal and journal reflection) of cultivating this core value or aspect of therapeutic presence is essential for a good reflective and critical paper, combined as well with a literature base to support the value of this therapeutic quality.

#### PROPOSAL:

Questions briefly required to answer in proposal include:

- 1) What is the quality that you wish to develop for this project?
- 2) What is importance of this quality to being a good counselor?
- 3) What practice are you going to engage in to support the cultivation of this quality?
- 4) What supports will you put in place to ensure success in your practice?

#### PAPER:

Questions considered in this project and paper include:

- 1) The quality you are writing about, including an operational definition of this therapeutic value.
- 2) Why this therapeutic quality is essential for a good counseling process. Support from the literature is essential here.
- 3) Ways to cultivate this quality, both in therapy sessions and in the life of the therapist

(perhaps including an exercise when presenting in class).

4) What you learned from this reflection paper about values that are important for therapists.

Mark is based on both the paper (15%) and the depth of reflection as indicated in both the paper and class discussion (5%).

## **2. In Class Exam (25%)**

This exam will be based on all of the textbook and readings and handouts provide during the first 5 classes. The in-class test will include multiple choice and short answer questions that require application of the concepts discussed and practiced in class. The exam will also involve an analysis of a portion of a therapy transcript (i.e., you will be asked to comment and reflect upon what is happening in this therapy segment, with particular emphasis on the neurophysiological aspects of creating safety as indicated in the article on polyvagal theory and therapeutic presence reviewed for class. You may also be asked to name the therapeutic interventions being utilized and evaluating the manner in which they are being applied. Additionally, you may be asked to provide alternate therapist responses). The mini-analysis in the in class exam will provide you with some practice and feedback regarding what you will be asked to do for the final transcription assignment. You will have 3 hours to write the test. More information regarding the test will be provided in class.

## **3. Therapy Transcription Assignment and Reflection Paper (35%)**

### **(A) THERAPY TRANSCRIPTION**

Students will conduct, record and transcribe a 15 minute counselling interview with a member of the class. The interview will demonstrate the use of a minimum of 15 skills and techniques. After recording the interview, the interview will be transcribed as a continuous counselling segment (not sections put together), ensuring that the transcript is a **verbatim** account of the interview. The transcript will be in columns, to allow for an identification of interventions and process comments that were learned in class and offered in the interview. You will need to provide a copy of the actual recording along with your assignment.

The transcript will have three separate columns: one for the transcription, the second for naming the intervention or process reflection and a brief comment on the impact of the intervention and the function (to create safety, deepen, clarify, repair a therapeutic rupture), and the third column will provide an opportunity for alternative therapist responses (not always required if response was effective). The columns will be as follows:

#### **Column 1 – Transcription**

- Transcribe the interview segment verbatim with guidelines discussed in article:
  - Erhard Mergenthaler & Charles Stinson (1992) Psychotherapy Transcription Standards, Psychotherapy Research, 2:2, 125-142, DOI: [10.1080/10503309212331332904](https://doi.org/10.1080/10503309212331332904)

### Column 2 – Process Observation and Comments

- Identify interventions discussed in class that were occurring in the interview (e.g., creating safety, clarifying goals, empathic reflection, mindful awareness, emotional regulation, open-ended question, process comment; two chair intervention)
- Comment on effectiveness of the intervention by analysing the client's response and the intention that guided your intervention in the moment
- Include other brief comments regarding the intervention or moment to moment therapy process as it unfolds

### Column 3 – Alternative Response

- Please provide alternative responses that may have increased effectiveness. Not every response needs an alternate, such as if you feel your intervention had the impact you intended and was growth promoting. Alternative responses are important if (a) you feel the client provides feedback that indicates that you were not accurate or off the mark, or (b) if upon reflection you feel an alternative response would have deepened the therapy process. In this column you can indicate the alternative intervention that you could have used by naming and providing the response you would have like to have offered.

Please note that you are not being marked on how skilful you were in the interview. You are being marked on your ability to identify the intervention and to reflect on alternative responses or development of your counselling interventions.

## **(B) REFLECTION PAPER**

You will also be asked to write a 4-6 double spaced reflection paper on your strengths as a therapist, and as well as your challenges and areas that require continued growth and attention. This reflection can include your overall impression in the interview segment and in your development in this course. This is an opportunity to reflect on your development of your counselling skills throughout the term, on your ability to create safety and a positive therapeutic alliance, and any other important qualities as a counsellor. Include a section on your process of development, and moments of insight. Also include the challenges and obstacles you experienced this term in developing counselling skills. I would like to hear what helped in this process of this term to develop your skills, and what could have been offered to further your development. Areas of future growth and development should be commented on as well, including plans and intentions for furthering those particular challenges.

### **4. Participation (20%)**

Class participation will be evaluated based on consistent seminar attendance and by active and informed participation and reflection in class discussions. It will be helpful to prepare for each meeting by completing the assigned readings prior to each class. This mark is based as well in active engagement in role-plays and in-class practices and exercises.

### **A NOTE ON PAPERS AND EVALUATION:**

Papers that are late will be deducted 20% per day. Missed tests are marked as zero. Exceptions are made for illness, family death or exceptional circumstances. However, a medical note or official documentation will be required in these cases. Medical notes must have: (a) the full name, address and contact phone number of the physician, (b) a note on the nature of the illness, duration of illness and include specific dates that student is off school for, and (c) indicate whether the illness and/or medication prescribed would have seriously affects the students ability to take the exam or write the paper. The physician's office may be contacted to verify forms were completed by the attending physician.

**To drop a full year course the deadline is Nov 7th, 2014.**

**Cheating/Plagiarism.** The University does not look favourably on cheating of any kind and the penalties for doing so are very harsh. Become familiar with the rules and regulations regarding cheating/plagiarism (<http://www.yorku.ca/academicintegrity/students/index.htm>)

A permanent record of the offence will be placed in the student's academic file. This record is for internal academic purposes only. Also see separate handout on academic honesty.

## TENTATIVE COURSE OUTLINE Fall 2014

EXPECTED DATE	LECTURE TOPIC & ASSOCIATED CHAPTER
September 9	Intro to Course: Preparing the Ground
September 16	Intro to Counselling; Importance of Self-Development (CT&S: Chapter 14; TP: Intro and Chapter 4)
September 23	Therapeutic Relationship; Therapist Contributions and Role (CT&S: Chapter 6; TP: Chapter 3) <b>Proposal due for Core Therapist's Quality Paper</b>
September 30	Therapeutic Presence (TP): Process and Experience (AR: Geller and Greenberg paper; TP chapter 1-2; 5-6) <b>Development of Core Therapists Quality Begins</b>
October 7	Creating Safety: Emotionally and Neuro-physiologically (AR: Geller & Porges paper; TP: Chapter 9)
October 14	In Class Test
October 21	Empathy/Listening: Active and Receptive (CP&T- Chapters 1-2)
October 28	Empathy/Reflection – Active and Passive; Process and Content Identifying Meaningful Issues: Open Question and Paraphrasing (CP&T – Chapter 3, 4 & 5) <b>Core Therapist's Quality Paper Due Today</b>
November 4	Mindfulness (CP&T: Chapter 8; TP: Chapter 10)
November 11	Emotion Focused Therapy (TP Chapter 11; Additional Readings EFT: A clinical synthesis <a href="http://focus.psychiatryonline.org/article.aspx?articleid=53063">http://focus.psychiatryonline.org/article.aspx?articleid=53063</a> ) <b>Transcription Assignment Handed Out</b>
November 18	Assessment and Ethics
November 25	Termination and Closure <b>Transcript Assignment Due</b>

C&TS = Counselling and Therapy Skills (Martin, 2011)

TP: Therapeutic Presence: A Mindful Approach to Effective Therapy (Geller & Greenberg, 2012)

AR = Assigned Reading