Course director: Shari Geller, Ph. D., C. Psych  
Office number: 256 BSB  
E-mail: sharigeller@gmail.com  
Office hours: by appointment  
Web: www.sharigeller.ca

Class time: Thursday 8:30-11:30; RS-128 (following classes BSB 328A TBA)  
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


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 upmost importance in being a future counsellor and a member of the helping profession.

NOTE: This is a demanding course that requires consistent attendance and participation. If you already know that you are going to miss more than one class or that you have a conflict with the dates of exams or assignments, you should consider dropping and taking this course when time permits.
**Evaluation:**

- In Class Exam: February 12th, 2016 (25%)
- Core Therapeutic Quality Paper (20%) Due: February 26th, 2016
- Group PRESENTATION (20%) March 17th, 24th and March 31st, 2016
- Final Paper (20%) Due: March 31st, 2016
- Class participation (15%)

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<th>Grading</th>
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**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 the 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?
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, short and long answer questions that require application of the concepts discussed and practiced in class. The exam may 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). You will have 3 hours to write the test. More information regarding the test will be provided in class.

3. THERAPY SKILLS PRESENTATION (20%)

Each student is expected to make a group presentation to the rest of the class in the second term on a specific therapy skill or intervention. Each group will be comprised of 3-4 students and groups will be expected to provide a creative and facilitative presentation designed to facilitate students learning of a therapeutic skill or intervention. The presentation will occur over the last three classes. The presentation can include creative, audio, visual, role play, lecture, exercises, and guided group discussion – presenting the theory and teaching of the particular topic or technique. Topics and presentation dates will be established after the first exam. You will need to have your topic and proposed readings approved by the course director. You will be expected to research your area of interest and present the material in a clear and organized manner. Each member will be graded individually. More specific guidelines regarding the expectations for the presentation will be discussed in class.

4. REFLECTION PAPER or PAPER ON YOUR FINAL TOPIC (20%)
You will also be asked to write a 8-10 double spaced paper either as a:

1. A reflection paper on your strengths as a therapist, and as well as your challenges and areas that require continued growth and attention. 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.

2. A paper reflecting your presentation topic – with a unique focus on a particular counselling skill and approach. Please have your focus for this paper approved by the Course Director. The paper should include a critical analysis and review of the research literature relevant to the topic and be written in accordance with the Publication Manual of the American Psychological Association, 6th Edition, 2009.

5. Participation (15%)
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 half year course without receiving a grade: The deadline is March 4th, 2016

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.

Turnitin Service:
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.
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<thead>
<tr>
<th>Expected Date</th>
<th>Lecture Topic &amp; Associated Chapter</th>
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<tr>
<td>January 7</td>
<td>Intro to Course: Preparing the Ground</td>
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| January 14    | Intro to Counselling; Importance of Self-Development  
                (CT&S: 3rd Edition Chapter 14; 4th Edition Chapter 15  
                TP: Intro and Chapter 4)  
                Proposal due for Core Therapist’s Quality Paper |
| January 21    | Therapeutic Relationship; Therapist Contributions and Role  
                (CT&S: Chapter 6: TP: Chapter 3)  
                Development of Core Therapists Quality Begins |
| January 28    | Therapeutic Presence (TP): Process and Experience  
                (AR: Geller and Greenberg paper; TP chapter 1-2; 5-6) |
| February 4    | Creating Safety: Emotionally and Neuro-physiologically  
                (AR: Geller & Porges paper; TP: Chapter 9)  
                Empathy/Listening: Active and Receptive  
                (CP&T- Chapters 1-2) |
| February 11   | In Class Test |
| February 18   | READING WEEK |
| February 25   | Yoga and Psychotherapy – Special Guest Lecturer  
                Core Therapist’s Quality Paper Due Today |
| March 3       | Empathy/Reflection – Active and Passive; Process and Content  
                Identifying Meaningful Issues: Open Question and Paraphrasing  
                (CP&T – Chapter 3, 4 & 5) |
| March 10      | Emotion Focused Therapy  
                (TP Chapter 11; Additional Readings EFT: A clinical synthesis  
                http://focus.psychiatryonline.org/article.aspx?articleid=53063) |
| March 17      | Presentation Day 1 |
| March 24      | Presentation Day 2 |
| March 31      | Final Class - Presentation Day 3/Termination and Closure  
                Reflection Assignment DUE |

C&TS = Counselling and Therapy Skills (Martin, 2011)  
TP: Therapeutic Presence: A Mindful Approach to Effective Therapy (Geller & Greenberg, 2012)
AR = Assigned Reading