

**PSYCHOLOGY 4060 6.0C
YORK UNIVERSITY
DEPARTMENT OF PSYCHOLOGY**

Course: Counselling Psychology

Term: Fall/Winter 2016/2017

Course Instructor

Dr. Andrew Shaul

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Secretary

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Time and Location

Time: Tuesdays, 11:30am – 2:30pm

Location: FC 110

Course Prerequisite(s): Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2130 3.00 (Personality)
- HH/PSYC 3140 3.00 (Abnormal Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

Add and Drop Deadlines

Last Day to add a course *without* permission of instructor:

September 21st

Last Day to add a course *with* permission of instructor:

October 19th

Last Day to drop a course *without* receiving a grade:

February 10th

Expanded Course Description

The format of the course is seminar style, which entails a combination of lecture, class discussion and analysis, occasional films and demonstrations, classroom exercises, and student presentations. The main goal of the course is to give students an overview of the major schools of counselling/psychotherapy, and to provide an in depth analysis of the theoretical background and techniques associated with each school. It is also intended to provide students with the opportunity to engage in some actual clinical practice through classroom exercises and role-playing, and to learn to evaluate critically different therapy models.

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.

Course Text / Readings

Textbook: Current Psychotherapies, 10th Edition (2014)
By: Corsini, R.J. & Wedding, D.

Evaluation

The evaluation will be based on 4 separate components, with the following breakdown:

Fall Take-home Exam: 30% (due Tuesday, November 29th)
Seminar Presentation: 25% (during winter term)
Final Paper: 30% (due Tuesday, April 4th)
Class Participation: 15%

Description of Course Requirements:

Take home exam: This exam will consist of 3-5 essay style questions. Answers will be expected to be about 2-3 pages long (typed, double spaced). You will have 2 weeks to complete the exam. Questions will be given to you in class 2 weeks prior to the due date (Tues. November 15th), and it is due **Tuesday, November 29th** at class time. Late exams will only be accepted without penalty in circumstances of medical illness or personal crisis. Some form of official documentation may be required in these cases.

Seminar Presentation: Each student is expected to make a presentation to the rest of the class. Your presentation must be done in a group of 2 or 3 people. You will need to have your topic approved by the course director. A list of suggested topics will be provided during the fall term. You will be expected to research your topic, and present the material to the class in a clear and detailed manner. You may also choose to suggest readings to the rest of the class prior to the presentation. Although you will be graded as a group, the course director may choose to provide individual grades if deemed appropriate. More specific guidelines and expectations regarding the presentation will be made available during the fall term.

Final Paper: This paper can be done on the same topic as your seminar presentation, or you can select a different topic (with the course director's approval). Briefly, your paper should entail a comprehensive review of literature relevant to your topic, along with a critique of that literature. You will be expected to write your paper according to APA format. The length of the paper is expected to be between 15-20 pages (typed and double spaced). Depending upon the needs and wishes of the class, we may devote a session to discussing how to write a psychology paper and how to adhere to APA style and format. The paper is due on **Tuesday, April 4th** in class. Late papers will only be accepted without penalty in circumstances of medical illness or personal crisis, and some form of official documentation may be required.

Class Participation: Class participation will be evaluated based on reasonably consistent seminar attendance, and by active and informed participation in class discussions. It will be helpful to prepare for each seminar by finishing the assigned readings prior to class. You will also be expected to complete and hand in a brief summary of each therapy model discussed in class using the "Therapy Analysis Forms." These forms will be explained fully in the first class. Although they will not be graded, each student is expected to complete them

according to the lecture schedule. Completing these forms is expected to help students understand each of the therapy models presented.

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.)

calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Academic Integrity for Students

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

Test Banks:

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited too; buying or selling test banks.

Electronic Devices During a Test/Examination:

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

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 4060 6.0C 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](#)

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html>