

Faculty of Health
Department of Psychology
HH/PSYC 4060 6.0G, MC 211, Mondays: 11:30 – 2:30
COUNSELLING PSYCHOLOGY
Fall/Winter, 2016-2017

Instructor Information

Instructor: Tifrah Warner

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Office Hours: After class or by appointment

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Please contact me only when it is an issue that cannot be addressed during the class or office hours. (always put course number in the subject line)

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)

Course website: [Moodle](#)

Course Description

This course looks at the field of counselling and psychotherapy from 3 perspectives: conceptual framework, intervention strategies, and the role, skills and attributes of the practitioner. Both traditional and emerging approaches will be covered. Additionally, an entire class will be devoted to research issues specific to this field.

The grading scheme of this course aims to create an opportunity for deeper study, thus there is no one all-encompassing exam and class work is distributed throughout the course. There is an assignment for every class, regular journal entries, 4 mini-exams, a presentation and a paper.

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.

Specific Learning Objectives

Learning will be accomplished through multiple means, including:

- Weekly analytical summaries of each of the approaches covered.
- Class discussions.
- Writing and presenting a comparison paper.
- Keeping a self-nurture journal.
- Working with a team.

Required Texts

- **Current Psychotherapies**, 10 edition, (2014), Wedding D & Corsini R. J. (eds.), Brooks/Cole
- Course Kit (Winter semester)

Course Requirements and Assessment

Grading Scheme, option 1

Weighting

1. 4 multiple-choice mini-exams	50%
2. 15 class reading assignments	15%
3. Self-nurture research journal (2 parts)	15%
4. Paper-Presentation, including	20%
a. questions for team game (pass/fail)	
b. class presentation (pass/fail)	
c. 1 page handout	
d. A short essay	

Grading Scheme, option 2

Weighting

1. 4 multiple-choice mini-exams	25%
2. 15 class reading assignment	15%
3. Self-nurture research journal (2 parts)	15%
4. Paper-Presentation, including	20%
a. questions for team game (pass/fail)	
b. class presentation (pass/fail)	
c. 1 page handout	
d. A short essay	
5. 1 paper	

Total	100%
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*Note: Fail = 0%, Pass = 80%

Grading as per Senate Policy

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.)

(For a full description of York grading system see the York University Undergraduate Calendar - calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes)

Description of Assignments

4 Mini-exams

- Each one will cover all the topics scheduled since the last exam, unless specified otherwise.
- Multiple-choice format

Weekly Assignments

- All assignments are **to be typed** and written up **in point form**, unless specified otherwise.
- All assignments are on the material that is to be covered in class on the date the assignment is due (see schedule).

The assignments will analyze the reading in terms of:

- The theoretical perspective
- The Intervention
- The Therapist

Self-Nurture Research Journal

The journal is a record of your performance of simple self-nurture acts and an assessment of your own state of mind during that time.

- **Self-nurture activities**
 - are to be selected every week from a different category from a table provided in the course syllabus.
- **Journal sections:** There are 4 sections, including weekly entries.
- **An assessment of state of mind** follows 5 10-point scale questions.
- **Journal part 1**, carry out activities for **8 weeks**
- **Journal part 2**, carry out activities for **10 weeks**

Paper for grading scheme option 2

This is an 8 to 12 pages paper that gives an analytical comparison of three perspectives on psychotherapeutic change. It analyses and compares a published autobiographical account to two theoretical approaches covered in class.

Paper - Presentation

Consists of (a) an analytical discussion paper on any theory within the specified scheduled topic, (b) a class handout that summaries the paper, (c) a presentation of the paper, and (d) a team organized game on the scheduled topic.

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.

Assignment Submission: Due dates and times are specified on the class schedule. Earlier submissions may be made to the course secretary (BSB 281) and have to be date stamped.

Late Assignments: Late assignments are not accepted without an officially satisfactory reason. Technical problems involving computer and printer are not acceptable reasons for missing these due dates.

Eligibility for a make-up quiz

- The student has to contact the CD or secretary within 48 hours of the missed quiz (unless circumstances do not allow). Circumstances preventing contact within 48 hours must be accompanied by documentation.
- If the student expects to miss a quiz in advance, he or she has to apply for a make-up exam before making arrangements to be elsewhere.

Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

Important dates	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

Information on Plagiarism Detection

All written assignments and papers are uniquely tailored to this course.

Electronic Device Policy

Use of laptop and other electronics in the classroom

is acceptable for special needs situations only.

Some references about the impediment this may cause for successful learning are:

- Carrie B. Fried, (2008). Computers & Education.
- Josh Fischman, March 16, 2009. The Chronicle of Higher Education. Students Stop Surfing After Being Shown How In-Class Laptop Use Lowers Test Scores.
- Linda Stone, September, 2009. Continuous Partial Attention and email Apnea.
- York University newspaper, yFile 13.03.2013 Study finds multitasking on a laptop impedes classroom learning

Attendance Policy

Attendance is not required, but... you are responsible for the content covered in class in addition to required readings.

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:

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