

**Faculty of Health
Department of Psychology
PSYC 4060 Section H
COUNSELLING PSYCHOLOGY
2016-17**

Instructor Information

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Please use this email for urgent and important matters only. PLEASE WRITE “4060/section” in the subject line. E-mail without such a subject line would be considered “a spam” and will be deleted.

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 focuses on the theoretical wealth and practice of psychotherapy and counselling. Through active class format, the student will be able to establish a basic knowledge of some of the theories in this field. The student will be encouraged to develop a personal sense of these theories. It should be noted that this course does not aim at developing a helping professional, and does not provide you with any specific tools that may train you to become one. However, you may have an opportunity for a good glimpse into the profession of clinical and counselling psychologist.

Class format is more of a workshop than a lecture. Most of the study in class is done in groups. Therefore class attendance, preparation for class, and a positive active contribution, are all of great importance.

In helping professions the personality of professional and her/his ability to introspect into her/his life, values, circumstances, are a crucial instrument for the work; the interaction with the other/s is the main arena of the work.

Self-disclosure:

As mentioned above, in helping professions the personality and the personal experiences of the service provider are pivotal instruments. Studying counselling and psychotherapy therefore involve introspection into one's own personality and experiential history. In class, an appropriate self-disclosure would be beneficial for the students and the learning process. Students have different feelings about self-disclosure. Some are happy to share their thoughts, emotions, and experiences; some may find it threatening. You are advised to keep loyalty to your own "guts feeling" in-term of self-disclosure and share with classmates when it feels within your comfort zone. In therapy, the client/patient is expected to open-up, even when uncomfortable, in order for the process to be most relevant and effective. In class, on the other hand, you are not expected to open up beyond the level that feels appropriate to you. If you have a dilemma about that, you may consult with the course director, who would be able to guide you to find your appropriate level of sharing. Some students may find it helpful to disclose information not about themselves but about another person, such as a friend, a family member, a character from a movie, book, TV series, etc. This approach is legitimate.

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.

Required Text

Sommers-Flanagan, J. and Sommers-Flanagan R. (2012), *Counseling and psychotherapy theories in context and practice*. NJ: Wiley.

A copy of this text is available for the course' students in the reserve section in Scott Library.

Suggested Reading

Fels Usher, S. (2013). *Introduction to Psychodynamic Psychotherapy Technique*. NY: Routledge.

A copy of this text is available for the course' students in the reserve section in Scott Library.

High Impact Journals (A partial list for your convenience):

Trends in Cognitive Sciences

Psychological Science

Psychological Bulletin
 Clinical Psychology Review
 Journal of Counseling Psychology
 Journal of Clinical Psychology
 Behavioral and Cognitive Psychotherapy
 Journal of Personality and Social Psychology
 Journal of Applied Psychology
 Annual Review of Psychology
 American Psychologist
 Current Directions in Psychological Science
 Journal of Consulting and Clinical Psychology
 Archives of General Psychiatry

Course Requirements and Assessment

Assessment	Weighting
Highest 7 out of 9 quizzes	20%
Presentation in class	20%
Final paper	20%
Reflections portfolio	20%
Positive contribution in class	20%
Total	100%

Description of Assignments

Quizzes: MC and SA. **No** make-up is offered for a missed quiz for any reason. Seven out of nine quizzes will be counted for your grade.

A Reflections Portfolio: For many classes, short reflection papers are due. Each paper is 1-2 pages long, font 12, double space, each paper on a separate page. The papers will be collected in the beginning of each class, and will create a portfolio that represents the student's course-related reflections. This portfolio will be evaluated in the end of the course, by perceived effort put into it, articulation and the depth of reflection about the subject matter.

The reflection on a chapter will be an attempt to make the chapter "experience-near" (personally-relevant and alive), by applying it to yourself, someone you know, or a fictitious hero who captures your imagination.

The class reflection paper will be on your thoughts during and after, and or any reflection that makes that class "experience-near".

Positive Contribution In Class: Only when attending: Being positively and actively engaged in class. Disruptive, disrespectful behaviour or attitude, result in negative points.

Presentation on a panel: This is a personal contribution to the discussion about the subject matter beyond the textbook. You should be able to locate research articles and show critical thinking about research findings in the subject matter. The reflection should be academic, expanding on research, etc., but may include also a personal, introspective perspective. Your

work will be evaluated according to perceived effort put into it, manifested knowledge gained by working on it; level of articulation trends in counselling psychology; level of critically evaluation, synthesize and resolution of conflicting results relating to the subject matter. Note: The length of the presentation depends on number of students in the class, and will be decided at a later date. This presentation will be the basis of your final paper on the same topic.

Paper: The student should be able to express knowledge of counselling psychology in written form. The paper will be 8-10 pages long. APA style title. Double space. It will be evaluated according to the same academic criteria specified above, regarding the presentation.

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 - <http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes>)

Late Work

Students with a documented reason for missing a course-assignment 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.

A late submission of work results in a one lower grade/day.

Add/Drop Deadlines

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

Important dates	
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 19
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Feb. 10
Course Withdrawal Period (withdraw from a course and receive a “W” on the transcript)	Feb. 11 - Apr. 5

Electronic Device Policy

Destructing electronic devices are not allowed in class.

Attendance Policy

Attendance is mandatory.

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 to; 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 **4060** 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](#)

Course Tentative Schedule:

Fall

1. Sep. 8
Intro class.
HW: A reflection paper on class.
2. Sep. 15
Allocation of panels (a draw)
Influence of culture, race, ethnicity, gender, dominant culture, SES.
HW: A reflection paper on class. Read Chapter 1. Write a reflection paper on chapter 1.
3. Sep. 22
First chapter: A discussion on the chapter 1.
A quiz
4. Sep. 29
First Panel: Research on therapist's factors.
Second panel: Research on client's factors.
HW: Reflections on class.
5. Oct. 5
Ethics part one.
HW: Write a reflection paper on class.
6. Oct. 13
Ethics part two.
HW: Write a reflection paper on class.
7. Oct. 20
Developing working relationships part one.
HW: Write a reflection paper on class.
8. Nov. 3
Developing working relationship part two.
HW: Write a reflection paper on class; read chapter 2; write a reflection paper on Chapter 2.
9. Nov. 10
Chapter 2: Psychoanalytic approach.
A quiz.
HW: Write a reflection paper on class.
10. Nov. 17
Third panel: Contemporary psychoanalytic approaches, research on psychoanalytic approach.
HW: Write a reflection paper on class.
11. Nov. 24
TBD
12. Dec. 1
TBD
HW: read chapter 3; write reflections on Chapter 3.

Winter

1. Jan. 5
Chapter 3 (Adler):
A quiz.
HW: read chapter 4 (existentialism). Write a reflection paper.
2. Jan. 12
Chapter 4 (existentialism):
A quiz
HW: read chapter 5 (Person Centered). Write a reflection paper.
3. Jan. 19
Chapter 5 (Person Centered).
A quiz
HW: read chapter 6 (Gestalt). Write a reflection paper.
4. Jan. 26
Chapter 6: A quiz. A guest speaker On Gestalt: Mr. Christopher Rodrigues (confirmed).
HW: Write a reflection paper on class.
5. Feb. 2
Fourth panel: Contemporary implications and/or derivatives of Adler, existentialism, Rogers, Gestalt.
HW: write a reflection paper on class. Read chapter 7 (Behavioural therapy). Write a reflection paper.
6. Feb. 9
Chapter 7.
A quiz
HW: Read chapter 8 (CBT). Write a reflection paper.
7. Feb. 16
Chapter 8: A guest speaker on CBT: Ms. Carol Garson (waiting for confirmation).
A quiz
HW: write a reflection paper on class.
8. Mar. 2
Fifth panel: Contemporary implications and/or derivatives of behaviourism and CBT.
HW: write a reflection on class. Read chapter 10 (Feminist therapy). Write a reflection paper on chapter 10.
9. Mar. 9
Chapter 10: Feminist approach
A quiz.
10. Mar. 16
Sixth panel: Feminist approach, integration of various issues, contemporary research on psychotherapy.
HW: Write a reflection paper on the sixth panel.
11. Mar. 23
Evaluating the process and ending professional relationships.
HW: Write a reflection paper on class.
12. Mar. 30
Last class: TBD