

**Faculty of Health
Department of Psychology
PSYC 4061 Section A
THEORETICAL APPROACHES TO COUNSELLING AND PSYCHOTHERAPY
Fall 2016**

Instructor Information

Instructor: Jennifer Hilborn, PhD., C. Psych
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Secretary: Agnes Levstick, 281 BSB

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 Description

The course aims to help students gain an appreciation of the therapeutic process and the range of therapeutic approaches within counselling. We will critically review a number of theoretically significant and relevant psychotherapy approaches. Focus will be placed on deeply understanding the essential qualities of productive psychotherapy. Ethical and human diversity considerations will be discussed as they apply to engaging in the counselling process.

The course will be held in a seminar-style and will include interactive class discussions, films and student group seminar presentations. Topics of each class will correspond with assigned readings from the course text and additional supplementary reading material. Given the seminar format, students are required to discuss and reflect on the material during class time.

The aim of the seminar discussion and reading materials are designed to stimulate your thinking and learning. Test content will come from the seminar discussions, films presented and the readings assigned. Active participation in class discussion is encouraged and necessary to receive a high grade. In addition, as students you will be encouraged to reflect upon the values, motivations, strengths and limitations you may bring to a therapeutic process and relationship. However, students are not expected to divulge personal or private information during this seminar. Students are expected and encouraged to be thoughtful in considering the level of self-disclosure that is useful for their learning process while at the same time is comfortable and safe for them to engage in.

Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in theoretical approaches to counselling and psychotherapy.
2. Critically evaluate, synthesize and resolve conflicting results in theoretical approaches to counselling and psychotherapy.
3. Articulate trends in theoretical approaches to counselling and psychotherapy.
4. Locate research articles and show critical thinking about research findings in theoretical approaches to counselling and psychotherapy.
5. Express knowledge of theoretical approaches to counselling and psychotherapy in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Required Text

- Corey, G. (2017). Theory and Practice of Counseling and Psychotherapy (10th Edition). Cengage Learning.

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Midterm Test	October 31/November 3, 2016	20%
Final Test	December 5, 2016	20%
Paper	November 28, 2016	30%
Seminar Presentation	End of November	15%
Class Participation	Ongoing	15%

Total		100%
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Description of Assignments

Tests

Format may include multiple choice, short answer and short essay questions. Content will cover all readings and lecture material. More information about the test will be provided closer to the test date.

Paper

The paper will involve a critical analysis of a case study. Based on information you have learned from the lectures and readings, you will be asked to choose a therapeutic approach (of the ones we have covered in class) and provide your formulation of the client's presenting problems from the perspective of this approach. Using information from the case study, you will also be asked to consider how you would treat the client (e.g., possible interventions/therapeutic techniques, client strengths, potential treatment obstacles). The purpose of the assignment is to provide you with an opportunity to think about different theoretical orientations from the perspective of a clinician, and to notice which theoretical approaches you gravitate towards. It is also an opportunity to apply your

theoretical knowledge of a specific therapy paradigm to an actual case. You will be assessed on the quality and thoughtfulness of your integration of theory and clinical case material. The term paper should conform to the following format: APA style, 12-point font, double-spaced with one-inch margins. Term papers should be a maximum of 6 pages, with one page for references. The case study information for the term papers will be handed out November 7, 2016. **Term papers must be submitted in person at the beginning of class on November 28, 2016.** Further guidelines for the paper will be provided in class.

Seminar Presentation

You will be expected to work collaboratively in groups of 5 people to present on a topic relevant to psychotherapy. The presentation should be 1 hour in length and all group members should be active in the presentation. It is expected that **2 weeks** before your presentation date you will send me an outline of your presentation so that I can assist with any feedback. I am happy to meet with any groups that want personal feedback/direction. Please take advantage of this.

Please note: If it is clear that all group members made an equal contribution - each member will receive the same grade. Should it become apparent that the work was carried disproportionately among group members, then grades will be assigned on an individual basis. Please attempt to identify and resolve any differences or difficulties between group members as soon as they occur. Consult the course director if you require assistance.

Topics for Presentations:

- Cultural/Diversity issues in therapy (what does this cover, what does cultural competence mean?, how do you gain cultural competence, how to approach diversity in therapy, issues around self awareness, impact of diversity issues on the therapeutic process)
- Critical review of Existential therapy.
- Critical review of Adlerian therapy.
- Comparing therapist and client contributions to the outcome in therapy.
- Can psychotherapy be harmful?
- Psychotherapy and the brain: What does neuroscience research teach us about therapy?
- Psychotherapy and technology.
- How do we study psychotherapy and how it works? Is it sufficient? Overview and critique of methods of researching therapy.

Class Participation

Full attendance is expected. Students are expected to read the course materials and handouts and contribute to class discussions. Being absent from class will obviously reduce the opportunities you have to share your ideas with your peers, and may affect your grade.

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)

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. You should contact me as soon as you know you will miss a test or assignment due date. You must contact me within 48 hours of the deadline. For the midterm and final exam there will be **one** makeup held. You must attend the makeup on that scheduled date.

Late assignments will be penalized by 10% per day.

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

Assignments will be handed on via Moodle and the assignments will be screened for plagiarism. Please be sure to use your own words.

Attendance Policy

It is expected that you will attend all lectures.

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. The York policy is as follows:

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.](#)

[\[secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/\]](https://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/)

Course Materials Copyright Information

These course materials are designed for use as part of the HH/PSYC 2120 3.0A 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 Schedule:

Date	Topic	Assignments
Week 1: September 12	Introduction and Course Overview	
Week 2: September 19	Therapies Emphasizing the Person: Client-Centred Therapy/Existential	Rogers (2007/1957) Corey: Chapter 7
Week 3: September 26	Therapies Emphasizing Developmental History: Psychoanalytic Therapy	Corey: Chapter 4 Eagle (2011)
Week 4: October 3	Therapies Emphasizing Behaviours and Thoughts: Behavioural Therapy / Cognitive Therapy/ Third Wave Therapies	Corey: Chapter 9 Antony (2014) Beck & Weishaar (2014)
Week 5: October 17	Therapies Emphasizing Emotion: Gestalt Therapy / Emotion-Focused Therapy	Corey: Chapter 8 Greenberg (2006)
Week 6: October 24	Psychotherapy Integration: The Search for Common Factors	Corey: Chapter 15 Castonguay et al. (2015) Safran & Muran (2000)
Week 7: October 31 OR November 3	MIDTERM EXAM (No Lecture)	
Week 8: November 7	Group Presentations (2)	TBD by group
Week 9: November 14	Group Presentations (2)	TBD by group
Week 10: November 21	Group Presentations (2)	TBD by group
Week 11: November 28	Ethical Issues in Psychotherapy/ Course Summary	CPA Code of Ethics
Week 12: December 5	FINAL EXAM (No Lecture)	

Supplementary Reading List

Week 2: Therapies Emphasizing the Person

Rogers, C. (2007/1957). The necessary and sufficient conditions of therapeutic personality change. *Psychotherapy: Theory, Research, Practice, Training*, 44, 3, 240–248.

Week 3: Therapies Emphasizing Developmental History

Eagle, M. N. (2011). Conceptions of treatment in contemporary psychoanalytic theories: Therapeutic goals and analytic stance. In Eagle, N., *From Classical to Contemporary Psychoanalysis: A Critique and Integration*, (191-206). Routledge.

Week 4: Therapies Emphasizing Behaviours and Thoughts

Antony, M. (2014). Behavior therapy. In, Corsini, R., & Weddings, D. (Eds), *Current Psychotherapies, 10th Edition* (pp. 230-264). Belmont, CA: Brooks/Cole.

Beck, A., & Weishaar,, M. (2014). Cognitive therapy. In, Corsini, R., & Weddings, D. (Eds), *Current Psychotherapies, 10th Edition* (pp. 230-264). Belmont, CA: Brooks/Cole.

Week 5: Therapies Emphasizing Emotion

Greenberg, L. (2006). Emotion-focused therapy: A Synopsis. *Journal of Contemporary Psychotherapy*, 36, 87-93.

Week 6: Psychotherapy Integration

Castonguay, L., Eubanks, C., Goldfried, M., Muran, J., & Lutz, W. (2015). Research on psychotherapy integration: Building on the past, looking to the future. *Psychotherapy Research*, 25(3), 365-382.

Safran, J. D., & Muran, J. C. (2000). The therapeutic alliance reconsidered. In J. D. Safran. & J. C. Muran (Eds), *Negotiating the Therapeutic Alliance: A Relational Treatment Guide* (pp. 1-29). New York, NY: Guilford.

Week 11: Ethical Issues in Psychotherapy

CPA Code of Ethics: http://www.cpa.ca/docs/File/Ethics/cpa_code_2000_eng_jp_jan2014.pdf