

DEPARTMENT OF PSYCHOLOGY
FACULTY OF HEALTH
YORK UNIVERSITY

HH/SC/PSYC 4062 3.0 M
SKILLS & TECHNIQUES IN COUNSELLING & PSYCHOTHERAPY
Winter, 2017

Course Instructor: Dr. Karen Kaffko
Phone Number: 416-967-1827
Email: kkaffko@yorku.ca

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

All 4000 level Psychology courses require the following general prerequisites: AK/AS/HH/SC/PSYC 1010 6.0 or AK/HH/PSYC 2410 6.0, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.0 or AK/HH/PSYC 2530 3.0; one of AK/AS/HH/SC/PSYC 2021 3.0, AK/AS/HH/SC/PSYC 2020 6.0, AK/HH/PSYC 2510 3.0; Students must be in an Honours program and have completed 84 credits. Also, AK/AS/HH/SC/PSYC 4061 3.0 or AK/HH/PSYC 4210 3.0.

Time & Location: Founders College, rm 110
Mondays, 7-10pm
Course WEBSITE URL: moodle.yorku.ca

Learning Outcomes

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

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

Course Objectives:

1. **Description & Goals:**

This course is designed to provide an overview of the counseling process and an understanding of the fundamental skills required of a helping professional who is working with a variety of clients from diverse cultural backgrounds. Basic counseling interventions such as building a trusting therapeutic relationship, encouraging a client's

self disclosure through listening and empathizing skills, exploring a client's affect and cognitions, learning good assessment strategies, incorporating goal setting skills to plan treatment, and filtering all of these through ethical considerations, are the objectives of this course. Use of self will be emphasized by the student, reflecting on what they bring to the therapeutic relationship from their own life stories

2. Organization:

This course will use a workshop format and is designed to be a safe place to try out new skills. Each class will have a portion dedicated to didactic lecture, based on the content of the required readings, viewing & assessing video therapy sessions and small group discussions. Students will be involved in a fair amount of role-playing and practice interviewing. In the course of these discussions, it is possible for a student colleague to say something personally important and confidential. It is the duty of all students in the class to maintain confidentiality. It is anticipated that students will be engaged in a process of personal growth through continual introspection about one's values and actions and how they impact on others in a counseling relationship.

Required Texts:

Young, M.E. (2017) **Learning the Art of Helping: Building Blocks and Techniques, 6th. Ed.** Upper Saddle River, New Jersey: Pearson Education Inc.
ISBN: 0-13-416578-0

Additional readings may be assigned or recommended during the course.

Course Evaluation / Grading:

10% Class Attendance & Participation Entails contributing to the collective learning process by : being present in all classes & being prepared for discussion through reading and active participation in class discussion to the best of your comfort & ability. The text book has several exercises at the end of each chapter. You are expected to do these exercises in preparation for each class. This is a class where the student will be learning many new skills. The more practice, the faster improvement occurs. To avoid mark deductions from your participation mark, documentation is required for absences.

As with any class, attendance is required. Students who miss more than one quarter of the scheduled classes (4 classes), may be subject to a penalty of up to 10% subtracted from their grade, as well as the 10% participation mark.

10% Reflection Paper Assignment Due- January 30, 2017

-Stop & Reflect exercise on p.63 in text book. Assignment is to be no longer than 2 pages.

25% Mid term Exam

February 13, 2017

The exam will consist of multiple choice and long answer questions. It will be based on the readings & in class lectures. The exam will be completed in class for a portion of the class time. The rest of the class will be a lecture & group activity.

35% Transcript Assignment Due:- **March 27, 2017**

This transcript is a verbatim record of a counselling interview of approximately 15 minutes and at least 15 counsellor interventions, conducted with a member of your class or friend/associate. You will find instructions for this transcript on **page 145 & 146** in your text book listed as "Homework 1: First Transcript". Remember that this is an audio or video tape of **15 continuous minutes**, not sections put together. Do not use a **font size** smaller than **#12, using Ariel or Helvetica or Times New Roman fonts**.

As described in the text book, **p. 146, table 6.3**, You are expected to label the skill you used, as you are being the helper with the client. The skills that you will be addressing are the ones we had learned, ie=door openers, minimal encouragers, paraphrasing, reframing, summarizing (signal, thematic or planning), reflection of feelings, reflection of meaning, reflection of content, open questions, closed questions, attentive silence, etc. In the comment sections, you may find it helpful to answer some of the questions listed on **p. 146 with bullets**, listed in homework 2. (but do not do the homework 2 task, only use the questions.) Also in the Comments section, write out what you might have said differently, if you feel unhappy with how you originally said your intervention.

The transcript should be typed on a word processor and in **TABLES**. You may wish to learn how your word processor handles tables. Leave room in the margins for comments by me. The reason for the tables is that it makes it much easier to see how your response affects the client's response. **ALWAYS** make a hard copy of your paper for yourself. **Please include CV's or DVD's of your interview with your transcript.** This assignment is to be handed in on time, **in the class**, on **March 27, 2017**. **Do not email your assignment**, I will not accept email work.

Lateness Penalty: Any late assignment received later than the due date will be penalized **one-half letter grade (1 grade point) per day that assignment is late**. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

Do not leave the assignment in my box in the psych. Dept. unless you previously arranged that with me.

20% Final Exam

April 3, 2017

This non-cumulative exam will consist of multiple choice questions. It will be based on the readings & in class lectures that was covered since the mid-term exam.

GRADE CONVERSION

Letter Grade

Description of Work	Percentage	Letter Grade
A+ Exceptional, 90 – 100;	A Excellent, 80 – 89;	B+ Very Good, 75–79;
B Good, 70–74;	C+ Competent, 65–69;	C Fairly Competent, 60–64;
D+ Passing, 55–59;	D Marginally Passing, 50–54;	E Marginally Failing, 48 – 49;
F Failing, 47 and below.		

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)

Add/Drop Deadlines

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

Important dates	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Jan. 18, 2017
Last date to add a course with permission of instructor (also see Financial Deadlines)	Feb. 1, 2017
Last date to drop a course without receiving a grade (also see Financial Deadlines)	March 10, 2017
Course Withdrawal Period (withdraw from a course and receive a “W” on the transcript) – make sure you read the information at:	March 11 - Apr. 5, 2017

<http://secretariat-policies.info.yorku.ca/policies/withdrawn-from-course-w-policy-and-guidelines/>

Academic Integrity for Students

I am reminding you that the Senate Policy on Academic Honesty will be strictly enforced in this course.

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](#)

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>

<http://www.yorku.ca/secretariat/policies/document.php?document=69> The Senate Policy on Academic Honesty; (Senate academic integrity tutorial not working)

Read these carefully. I take all breaches of academic honesty very seriously and strongly support the Senate policy on such matters. Don't jeopardize your academic career by engaging in academic dishonesty.

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

Missing an Exam

If you have a very serious and fully documented reason for being excused from an exam (e.g., death in the immediate family, formally documented visit to an emergency room or detailed letter from a medical doctor), you may take a make-up exam in lieu of the exam missed. You must contact me at least one day in advance of the exam and provide documentation in order to be permitted to take a make-up exam. In the case of an emergency, contact me as soon as possible. If you cannot reach me, a message can be left on my voice-mail, which records the date and time of your call. In order to write a deferred examination, you MUST follow the steps outlined below. Note that deferred exams are held on a single common date determined by the Department of Psychology and are held in the evening. No individualized testing is available unless arranged formally through one of the offices of the University.

You MUST include a completed supporting documentation such as: Attending Physician's Statement form. All forms needed can be found <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

If you miss an exam for other reasons or cannot provide documentation, you will receive a grade of zero. If you miss the examination on the deferred examination

date for whatever reason, then you will write an exam on the date of the final that covers the missed material as well as the material on the final exam. If you do not contact me within 48 hours of the exam date, you will not be permitted to write a deferred exam and will receive a grade of zero. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

If you are requesting a deferred examination under the **Religious Accommodation Guidelines**, please read the following.

Final Examinations Students who, because of religious commitment cannot write a formally scheduled examination ... on the date scheduled, should contact the course instructor no later than 14 days prior to the start of the examination period to arrange an alternative examination date. If you are requesting a deferred examination one or two under the Religious Accommodation Guidelines, you must notify me in person not less than 14 days prior to the date of the examination and submit to me the Examination Accommodation Agreement form. All forms can be found at <http://psyc.info.yorku.ca/>

Conclusion The examination dates are on the course outline. You know that you will have examinations on these dates, so if you have conflicting personal events scheduled, drop the course now. Be aware that the following are examples of reasons given by students in the past for requesting a deferred examination that are NOT considered to be legitimate (this is NOT an exhaustive list!).

Weddings, mild colds feeling stressed taking another course on the same night as this one holidays/vacations family reunions shift work coaching sports teams not feeling prepared having one other examination within 24 hours of this one (see Registrar's Office regulations on examinations) not having the course outline and not knowing when the exam was scheduled not being able find the examination room studying so hard I made myself dizzy

You may petition your home faculty if you cannot reach a deferred standing agreement regarding the final examination.

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](#)

1	Make sure you have reviewed the steps required by your centre for writing alternate examinations. Make sure you get forms filled in properly and that you give the centre sufficient time to make the necessary accommodations.
2	It is your responsibility to make arrangements for sitting your examinations – if you don't do this, I will not provide an examination to the Registrar's Office. (see # 6 below)
3	If you miss your exam for what is described in the course outline as a legitimate reason, you must get in touch with me no later than 48 hours after the exam and follow the process described in the course outline in the section entitled "Missing an Examination". Your exam will then be re-scheduled at around the same time as the Department of Psychology's Deferred Examination date. If you do not complete the forms described in the course outline, no examination will be delivered to the Registrar's Office. If you do not have a legitimate reason for missing the examination, you will receive a grade of zero.

4	If you have a conflict with exams because of a need for additional time, you must come and see me in person, either before class or during my office hours. I do not make these arrangements via e-mail.
5	If there is some problem with making arrangements with one of the Centres, you must provide me with a contact name and e-mail address so I can verify this difficulty with the Centre.
6	You must send me a reminder e-mail one week prior to the examination date, so I can make sure an examination is available for you at the Registrar's Office. If I don't receive the reminder e-mail, I will not deliver the examination.
7	You must arrange to write your examination at the same time as the rest of the class - it must be on the same date and it must take place in the evening.

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 4062 3.0 M 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 OUTLINE

- 1) January 9, 2017 **Introduction to Course : Becoming a Reflective Counsellor**
-What is counseling & Psychotherapy & how is it different from friendship?
-Overview of the Helping Process
read: Chapter 1
- 2) January 16, 2017 **The Therapeutic Relationship**
-Factors that help &/or strain the therapeutic relationship
-Transference & Counter-transference
-Challenges caused by differences in culture & gender
Read: Chapter 2 & 12
- 3) January 23, 2017 **Non-Verbal Communication & Invitational Skills**
-Skills in the helping relationship
-"Door Openers & Encouraging" skills
-Paraphrasing & Active listening
Read: Chapter 3
- 4) January 30, 2017** **Reflecting Skills & Understanding Emotions**
-Reflecting thoughts, feelings & meaning
Read: Chapter 4 & 5

** Reflection Paper Due

- 5) February 6, 2017 **How To Identify Meaningful Issues with a Client**
-Reflecting feelings & meaning skills
-Summarizing skills
-Open ended vs. closed questions
Read: Chapter 6
- 6) February 13, 2017**

MID-TERM EXAM

Challenging Client's Perceptions & Understandings-Confronting inconsistencies
-Encouragement vs Praise
Read: Chapter 7

****READING WEEK, NO CLASS ON February 20th****

- 7) February 27, 2017 **Assessment & Goal Setting : Critical Part of Helping**
-Mental Status
-Processing observations
-Genograms
-Initial interviewing skills
-The function of Diagnosis
-Characteristics of constructive goals
-Report outlines
Read: Chapter 8
- 8) March 6, 2017 **Change Techniques: Part 1 & 2**
-Creating movement & growth during the Action Phase during treatment
-REPLAN = Common Treatment Factors
Addressing Emotional Arousal in clients
-Giving Homework
Read: Chapters 9 & 10
- 9) March 13, 2017 **Mindfulness & CBT**
****Guest Speaker****
- 10) March 20, 2017 **Practice Skills Class with Live Actors presenting as clients**
Read: Chapter 9 & 10
- **TRANSCRIPT ASSIGNMENT DUE****
- 11) March 27, 2017 **Termination Phase in Counselling**
-Preparing a client to say good bye
-Dealing with Loss: for client & counselor
Read: Chapter 11
- 12) April 3, 2017 ****FINAL EXAM****