

YORK UNIVERSITY
Faculty of Health: PSYCHOLOGY DEPARTMENT
PSYC 4061 section B: Approaches in Counselling and Psychotherapy 3.0
2016-17/ Session S1

Monday and Wednesday 7-10 pm
Location: Founders College (FC) 103

Course Director: Dr. Ehud E. Avitzur
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Office Hours: During the summer: Only by appointment, before class.

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PLEASE WRITE “PSYC 4061” in the subject line. E-mail without such a subject line would be considered “a spam” and will be deleted.

Secretary: Mrs. Judy Manners, Office 280 BSB, Tel. (416) 736-2100 x 66115

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 and Objectives

This course focuses on the theoretical wealth of psychotherapy and counselling. Through active class format, the student will be able to establish a basic knowledge of some of the approaches in this field. The student will be encouraged to develop a personal sense of these approaches. It should be noted that this course does not aim at *developing* a helping professional, and does not provide the student any specific tools that may train her/him to become one. This course may give the student an opportunity for a good glimpse into these professions.

Most of the study in class is done in groups. Therefore class attendance, preparation for class, and a *positive active contribution*, are of great importance.

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.

Class Format

This is a seminar class. To a great extent the class is based on reading about the approaches at home and discussing the reading in class. We will also have some guest speakers who are experts in specific approaches, videos, and students' presentations.

Required Reading:

*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.

Evaluation

Your final grade will be calculated based on:

1. Highest eight (out of the nine) in-class quizzes: 32%
2. Portfolio: Two Pre-Guest-Presentation Questions, Nine Reading Reflections, Two Post-Guest-Presentation Reflections: 20%
3. Final-Reflection (details in class #10): 10%
4. Positive contribution in class: 20%
5. A presentation: Adding further research and or personal sense to the text: 18%

Explanation:

Quizzes: MC and SA. No make-up is offered for a missed quiz for any reason.

A Reflections Portfolio: For chapters read, and for guest-speaker's encounters, short reflection papers are due. Each paper is 2-4 pages long, font 12, double space, handed in separately. 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 this chapter "experience-near" (personally-relevant and alive), by applying it to yourself, someone you know, or a fictitious hero who captures your imagination.

The post-guest-lecture reflection paper will be on your impression from the encounter with the guest lecturer, comparing the information from the class and the textbook, 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 An Approach:

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 contribution 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.

A short summary of your contribution is due on the date of the presentation. The summary will include an APA style bibliography.

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 - Grading Scheme for 2016-17)

A+. 9. Exceptional. Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts, techniques in satisfying the requirements of an assignment or course.

A. 8. Excellent. Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.

B+. 7. Very Good. Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.

B. 6. Good. Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

- C+. 5. Competent. Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
- C. 4. Fairly Competent. Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.
- D+. 3. Passing. Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.
- D. 2. Barely Passing. Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.
- E. 1. Marginally Failing
- F. 0. Failing.

Class’ Etiquette:

We are all committed to create a positive learning environment. We strive to treat one another with utmost respect, even when disagree.

A seminar is a group in a process of learning together. As such, getting in and out class is disruptive to the group’s learning process. Therefore, students will not be late to class and will not leave class before it ends, unless in emergency situations, which will be explained to the group.

We will turn off cellphone and we will not engage in Internet browsing and in social media during class. In an emergency situation, you will let the class know in advance that you have to leave your cellphone turned-on due to that emergency.

Add/Drop Deadlines

For a list of all important dates please refer to: [Summer 2017 - Important Dates](#)

	S1
Last date to add a course without permission of instructor	5-May
Last date to add a course with permission of instructor	12-May
Last date to drop course without receiving a grade	2-Jun
*Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – Add and Drop Deadline Information)	June 3-12

**Note: You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Academic Integrity for Students

York university takes academic integrity very seriously, please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#)
It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

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.

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 4061 3.0M 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](#)

Tentative Course Outline

Lesson #	Topic	Reading assignment	Assignment/presentations
S1 Term			
1 May 1	Introduction part 1		
2 May 3	Introduction part 2 Organizing the presentations	Chapter 1	Bring a simple, letter size folder A reflection on Chapter 1 A quiz on Chapter 1
3 May 8	Psychoanalysis	Chapter 2	A quiz on Chapter 2
4 May 10	Psychoanalysis	Chapter 2 (again!)	A reflection on Chapter 2 Presentations:
5 May 15	Adler	Chapter 3	A reflection on Chapter 3 A quiz on Ch. 3 Presentations:
6 May 17	Existential approach	Chapter 4	A reflection on Chapter 4 A quiz on Ch. 4 Presentations:
7 May 24	Person-Centered approach	Chapter 5	A reflection on Chapter 5 A quiz on Ch. 5 Presentations:
8 May 29	Cognitive-Behavioural approach Meet the therapist: Ms. Carol Garson, a CBT therapist.	Chapter 8	A reflection on Chapter 8 A quiz on Ch. 8 Pre-Guest-Presentation questions Presentations:
9 May 31 *	Behavioural approach	Chapter 7	A Post-Guest-Presentation's Reflection A quiz on Ch. 7 A reflection on Chapter 7 Presentations:
10 June 5	Feminist Approach Final-Reflection's instructions	Chapter 10	A reflection on Chapter 10 A quiz on Ch. 10 Presentations:
11 June 7	Gestalt approach Meet the therapist: A Gestalt therapist: Mr. Christopher Rodrigues.	Chapter 6	A reflection on Chapter 6 A quiz on Ch. 6 Pre-Guest-Presentation's questions Presentations:
12 June 12	TBA	TBA	A Post-Guest-Presentation's Reflection Final-Reflection