

Faculty of Health
Department of Psychology
PSYC 4062 Section M
SKILLS AND TECHNIQUES IN COUNSELLING AND PSYCHOTHERAPY
Tuesdays & Thursdays/7:00 pm – 10:00 pm/Ross S 128
S2/2017

Instructor and T.A. Information

Instructor: Tifrah Warner

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Office Phone: 416-736-5125

Office Hours: an appointment before or after each class

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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)
- HH/PSYC 4061 3.00 (Theoretical Approaches to Counselling and Psychotherapy)
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

Course Credit Exclusions: None

Course website: [Moodle](#)

Course Description

This course looks at traditional, contemporary and emerging psychotherapeutic approaches with a special focus on skills and techniques. Each approach is examined in terms of (1) its philosophical framework, (2) its intervention strategy, and (3) its view on the role and qualities of the practitioner.

The grading scheme of this course aims to create an opportunity for deeper study, primarily by distributing class work throughout the course. There is an assignment for every class, weekly journal entries, 2 exams, a presentation, and a paper.

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. Express psychological knowledge in written form in more than 1 sub-discipline.
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 research journal.
- Working with a team.

Required Text

- Course Kit
- Your choice of a textbook on psychotherapy

Course Requirements and Assessment

Grading Scheme, option 1

	Weight	Due date
1. 2 multiple-choice mini-exams	40%	July 6, July 27
2. 8 class reading assignments	15%	every class
3. Self-nurture research journal	20%	July 18, 7 pm
4. Paper-Presentation, including	25%	July 13, 7 pm
a. Review game questions (pass/fail)*	(2.5%)	
b. A class presentation (pass/fail)*	(2.5%)	
c. 1 page handout		
d. A short essay		

Grading Scheme, option 2

1. 2 multiple-choice mini-exam	20%	July 6, July 27
2. 8 class reading assignments	15%	every class
3. Self-nurture research journal	20%	July 18, 7 pm
4. Paper-Presentation, including	25%	July 13, 7 pm
a. Review game questions (pass/fail)*	(2.5%)	
b. A class presentation (pass/fail)*	(2.5%)	
c. 1 page handout		
d. A short essay		
5. 1 paper	20%	July 18, 7 pm

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

Description of Assignments

2 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 or hand written in a very clear and organized way**, and they have to be **in point form**.
- 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's activities** are carried out for **4 weeks**

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) an individual presentation of the paper, and (d) a team organized game on the scheduled topic.

A paper for Grading Option 2

This is an 8 to 12 pages analytical paper that compares three perspectives on the psychotherapeutic problem and change. These perspectives include a published autobiographical account and two theoretical approaches covered in class.

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](#))

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 exam

- 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.

IMPORTANT NEW INFORMATION REGARDING MISSED TESTS:

For any missed tests or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office.

HH PSYC: Missed Tests/Exams Form . Failure to complete the form within 7 calendar days of the original deadline will result in a grade of zero for the test/assignment.

Add/Drop Deadlines

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

	SU	S1	S2
Last date to add a course without permission of instructor	15-May	5-May	23-Jun
Last date to add a course with permission of instructor	29-May	12-May	30-Jun
Last date to drop course without receiving a grade	7-Jul	2-Jun	21-Jul
*Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – Add and Drop Deadline Information)	July 8-31	June 3-12	July 22-31

****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.*

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 use of laptop 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

- *Psychological Science*, online, 2014. Taking notes by hand and conceptual understanding

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 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 **COURSE CODE** 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.

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