

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. Show critical thinking about research findings.
5. Express knowledge 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, M. & Corey, G. D. (2016). *Becoming a Helper (Seventh Edition)*. Cengage Learning.

Course Format:

This course will be seminar-based. Classes will be comprised of lectures, discussions, demonstrations, and role-playing activities. It is anticipated that classes will be used to convey information, provoke respectful discussion and critical thinking, and provide the opportunity to experience and practice several of the concepts discussed in the text and/or reviewed in class.

PLEASE NOTE: ** Despite it not being an expectation of this course whatsoever, some students may choose to disclose personal information during discussions. In addition, many students will potentially have differing points of view on any given topic. It is expected that regardless of the content of the information shared, students will treat one-another with the utmost respect and maintain confidentiality outside of class. Violating these expectations will not be tolerated. In the event of a violation, the offending student will lose participation marks and potentially be prevented from attending additional lectures prior to engaging in a discussion with the instructor.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Test #1	October 17 th , 2017	40%
Test #2	November 28 th , 2017	20%
Therapeutic Intervention Paper	November 14 th , 2017	30%
Participation	Throughout the Course	10%
Total		100%

Description of Assignments:

Tests:

Both tests will be comprised of multiple-choice and short-answer questions from the textbook and lectures. Although the hope is that students will retain information from the first half of the course, the second test is not cumulative.

Therapeutic Intervention Paper:

During the first lecture following the first test, the entire class will be presented with a fictional client. Upon viewing the movie and having the opportunity to ask any clarifying questions, students will then be expected to write a paper that considers and addresses the following questions:

- 1) What is your formulation for this client? Consider whether one or more diagnoses is/are applicable and indicate what they are and why you have considered them or ruled-them out. Then provide your theoretical understanding of this client.
- 2) Based on your formulation and assuming that the psychiatrist in the film will remain involved to monitor medication, how do you intend to treat the client? Specifically:
 - a) Which theoretical approach(es) might be the best fit for this client in your opinion? Why? (Chapter 7)
 - b) How would your treatment unfold over the course of the therapeutic hour? Describe a typical session (not the first or last session).
 - c) Which techniques would you choose to use (if any) and why (or why no techniques if this is your choice)?
 - d) What challenges do you anticipate having to deal with in your treatment of this client and how will you address them?
 - e) How long do you anticipate keeping the client in treatment and why?

This paper should be written in the first person (i.e., "I think..."; "I believe that...") and no library research is necessary whatsoever. This double-spaced paper should be a maximum of ten pages. Papers are to be submitted by the end of class on the due date.

Grading as per Senate Policy:

Numerical marks will be used throughout this class to evaluate performance. Once all evaluative components are completed, these numerical marks will be summed to produce a final mark for each student. This final mark will then be converted to a letter grade based on the following university conversion guidelines:

<u>Range of Marks</u>	<u>Letter Grade Equivalent</u>
90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-50	E
39 and Below	F

Please note that there will be no “curving” in this class. Students will earn grades based solely on their performance. If students work hard and perform well, marks will be strong. If students do not work hard and performance suffers, marks will be weaker. Students are encouraged to keep the rules of rounding in mind. For example, a final mark of 74.8 would be rounded to a 75 but a final mark of 74.2 would not. A final mark of 73.8 would be rounded to a 74 but not to a 75. Students are also encouraged to remain mindful that final grades submitted by the instructor to the university are considered “unofficial” grades. The university always has the option of making adjustments. For example, a student finishing the course with a final mark of 81.4 clearly falls within the A range, however university adjustments (if applied) could serve to maintain this mark in the A range or lower it to a B+. Another example might be that a student with a final mark of 78.9 may remain at a B+ or through university adjustments may be lowered to a B or raised to an A. The instructor’s role ends once the unofficial grades are submitted. Please note that fourth year courses tend to be less susceptible to these grade adjustments in comparison to lower-level courses, but they are not exempt from such.

**For a full description of the York University 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/Missed Tests or Exams

Students with a documented reason for missing a 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 instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

**In addition to the above, please note carefully the following requirements regarding course tests as well as all other evaluative components:

- 1) Students who miss a test must notify the instructor prior to the test and will only be able to write a make-up test if they produce the standard York University Attending Physician Statement or copies of death certificates or police/insurance company forms detailing an automobile accident. The student is required to inform the instructor prior to the start of the class test, and notification of an absence once the test has begun will not be accepted. Please be aware that there is no guarantee that the make-up test will follow the same format as the original. Note clearly that the date, time, and possibly off site location of the make-up test will be chosen by the instructor, regardless of students' schedules. Having to attend another class or work expectations will not be sufficient reasons for a student to miss the make-up test and there will only be the one opportunity for students to write the make-up test.
- 2) The paper is due on **November 14th, 2017**. Students who submit their paper after class on the date the paper is due will lose five marks (out of 30), with an additional five marks deducted for each additional day the paper is late. Papers sent by e-mail will not be accepted.

Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#) on the York University website.

Important dates

Last date to add a course **without** permission of instructor (also see Financial Deadlines)

Fall 2017

Sept. 20

Last date to add a course **with permission** of instructor (also see Financial Deadlines)

Oct. 4

Last date to drop a course without receiving a grade (also see Financial Deadlines)

Nov. 10

Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)

**Nov. 11 –
Dec. 4**

Information on Plagiarism:

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. Students are also expected to be mindful of referencing their work appropriately in all assignments that require such, and that this referencing conform to APA requirements. Failing to give appropriate credit to authors of original works regardless of whether the student is paraphrasing or using a direct quotation is considered plagiarism.

Electronic Device Policy:

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.

Attendance Policy:

Although there is no attendance mark for this course, it is expected that students will attend classes in order to maximize the benefits associated with taking this course. Also note that students cannot participate appropriately if they are absent and this will be reflected in the participation mark.

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](#)

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 SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Chapter</u>
September 12 th	Course Introduction Ethics and Your First Session	1, 8 (to pg. 245), 9
September 19 th	Rapport Building, Assessment, and Interviewing Skills	2 and 3
September 26 th	Skill-Based Interventions	4
October 3 rd	Relational Interventions	5
October 10 th	Relational Interventions Cont'd	
October 17 th	Test #1—Chapters 1, 2, 3, 4, 5, 8, 9, and Lectures	
October 24 th	Introduction to Your Client (Paper)	6 and 7
October 31 st	Family Therapy	7
November 7 th	Group Psychotherapy	
November 14 th	Endings: Suicide/Risk Assessment, Firings, and Termination Paper Due	14
November 21 st	Burnout and Self-Care	10 and 13
November 28 th	Test #2—Chapters 6, 7, 10, 13, 14, and Lectures	