

Faculty of Health
Department of Psychology
PSYC 4060 6.0 E: COUNSELLING PSYCHOLOGY
Wednesday/8:30-11:30/DB 1004
Fall/Winter 2017-2018

Instructor and T.A. Information

Instructor: Dr. M. Sharon Armstrong
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Office Hours: by appointment
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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 Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [Moodle](#)

Course Description

This course provides a critical review of the most influential counselling and psychotherapy theories in the western world. It examines – both intellectually and experientially – a broad spectrum of approaches to counselling and psychotherapy. Multi-cultural and ethical lenses will be applied to the study and practice of clinical skills. Some of the skills and interventions that will be studied and practiced in the experiential component of this course include: listening and attending behaviours; basic and evocative client-centred methods; components of assessment and treatment planning; and specific techniques for working with emotions, cognitions and behaviours.

Program Learning Outcomes

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

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

Specific Learning Objectives

- Students will read and gain an understanding of the essential components of several of the most influential theories of counselling that underlie the methods employed in North America today.
- Critical thinking about the theory and practice of counselling/psychotherapy will be developed and demonstrated in written assignments and in-class exercises.
- Students will become familiar with the array of counselling and psychotherapy processes that are currently practiced.
- Students will begin to develop their own therapeutic style by engaging in classroom exercises that rehearse the mechanics of some of the more common and current psychotherapy practices.

Required Texts

- Corey, G. (2010). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage
 - Martin, D.G. (2011). *Counseling and therapy skills* (3rd ed.). Long Grove, Ill: Waveland. Required text
- Additional readings to be assigned.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Attendance/Participation	5% at the end of each term	10%
Fall Take Home Assignment	End of fall term	10%
Fall Term Test	TBA	20%
Winter Term Test	TBA	20%
Seminar Group Presentation	End of winter term	15%
Seminar Q&A	TBA	5%
Winter Paper	End of winter term	20%
Total		100%

Description of Assignments

Class participation/Class Journal: Each week, after reading the book chapter(s) or article for the next class, you will prepare to make comments or to ask questions about that chapter or article, as we engage in classroom discussions. Keeping a weekly journal can be very helpful in this task. In the journal, you may wish to write out a brief evaluation of the chapter/article based on your thoughts and/or any questions that come to mind as you read.

Class participation will be evaluated on the basis of the following:

- * **consistent seminar attendance**
- * **evident preparation for discussion about assigned readings**
- * **active involvement in class discussion**
- * **active participation in weekly experiential exercises**

Fall Take-home assignment: The assignment will consist of one essay style question to be answered in 800-1000 words (~ 4 pages, double-spaced). Question will be uploaded to Moodle by **the first day of class** and the student's completed assignment is due to be uploaded on Moodle (Turnitin Assignment) before class time **two weeks later**. Responses are to be **written in accordance with the latest Publication Manual of the American Psychological Association**. Students are expected to work independently on this assignment.

For any students who have not done a great deal of writing to date, this is a good time to get familiar with the Centre for Academic Writing at York University as well as the American Psychological Association (APA) Publication Manual, which you can find either the library or the bookstore. In addition, there are several writing resources posted on the York University website.

Seminar Group Presentation: Students will be required to work collaboratively in dyads to prepare a seminar presentation of one hour in duration plus approximately 10-20 minutes of class discussion and questions for a **total of 65-70 minutes**. The presentation can include lecture, audiovisual material and group interaction. The presentation will be an analysis of a specific counselling approach. It will include the following: a theory-based explanation of client symptoms, thoughts, feelings and behaviours; the roles of the therapist and the client; the mechanisms of change and the format of treatment.

Presenters must choose a relevant journal article or book chapter post a link on the course Moodle site one week before presentation, so that each student in the class will have an opportunity to read the article and prepare for class discussion by the date of the presentation. **On the day of the presentation, a brief summary of the presentation (2-3 page double-spaced typed summary, or power-point note pages)** is to be provided to the professor. This can be done via email or hard copy. Both group members will be

expected to contribute equally to the finished product and both will receive the same grade on the presentation.

Winter Term Paper: The term paper will be a review and critical analysis of issues (e.g., debates, controversies) in the literature AND/OR current trends in the research or in the application of the psychotherapy method that you have chosen for your presentation. It will be written in accordance with the Publication Manual of the American Psychological Association 5th Edition, 2001. Papers should be 3000 words (11-13 double-spaced pages), excluding Reference page. Papers are **due to be uploaded to Turnitin on Moodle two weeks prior to the presentation.**

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 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2017-18](#))

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://myacademicrecord.students.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.

The Attending Physician Statement is expected to be submitted to the course director no later than 48 hours after the missed test date.

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 48 hours 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: [Fall/Winter 2017-18 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 17
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 18	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 10	Feb. 9	March 9
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 11 - Dec. 4	Feb. 10 - Apr. 6	March 10 - Apr. 6

***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

Turnitin Service: Students will hand in all written assignments to Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. Students will be able to access Turnitin **through the Moodle** application for this course.

Electronic Device Policy

Electronic devices are to be turned off (or set to silent mode) and put away during class time, with the exception of those devices that are being used to take notes (e.g., laptops) or at specified times, for the purpose of completing in-class course-related assignments (e.g., group work).

Attendance Policy

Class attendance will be graded as part of the participation and group engagement aspect of this course that is predicted to lead to a high level of experiential learning.

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 4060 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

Lecture Schedule will be posted on Moodle