

Faculty of Health
Department of Psychology
PSYC 4061 3.0B: THEORETICAL APPROACHES TO COUNSELLING AND
PSYCHOTHERAPY
Thursdays 8:30am VC 119
Fall, 2017

Instructor Information

Instructor: Jennifer Hilborn, PhD., C. Psych

Office: 274 BSB

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

The course aims to help students gain an appreciation of the therapeutic process and the range of therapeutic approaches within counselling. We will critically review a number of theoretically significant and relevant psychotherapy approaches. Focus will be placed on deeply understanding the essential qualities of productive psychotherapy. Ethical and human diversity considerations will be discussed as they apply to engaging in the counselling process.

The course will be held in a seminar-style and will include interactive class discussions, films and student group seminar presentations. Topics of each class will correspond with assigned readings from the course text and additional supplementary reading material. *Given the seminar format, students are required to discuss and reflect on the material during class time.*

The aim of the seminar discussion and reading materials are designed to stimulate your thinking and learning. Test content will come from the seminar discussions, films

presented and the readings assigned. Active participation in class discussion is encouraged and necessary to receive a high grade. In addition, as students you will be encouraged to reflect upon the values, motivations, strengths and limitations you may bring to a therapeutic process and relationship. However, students are not expected to divulge personal or private information during this seminar. Students are expected and encouraged to be thoughtful in considering the level of self-disclosure that is useful for their learning process while at the same time is comfortable and safe for them to engage in.

Program 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.

Required Text

- Corey, G. (2017). Theory and Practice of Counseling and Psychotherapy (10th Edition). Cengage Learning.

Course Requirements and Assessment:

| Assessment | Date of Evaluation | Weighting |
|----------------------|---------------------------|------------------|
| Midterm Test | October 19, 2017 | 20% |
| Final Test | November 30, 2017 | 20% |
| Paper | November 28, 2016 | 30% |
| Seminar Presentation | Mid-End of November | 15% |
| Class Participation | Ongoing | 15% |
| Total | | 100% |

Description of Assignments

Tests

Format will be short answer and short essay questions. Content will cover all readings and lecture material. The aim of the tests will be to encourage deep thinking about central concepts explored in the course. More information about the test will be provided closer to the test date.

Paper

The paper will involve your analysis of a case study that I will provide. Based on information you have learned from the lectures and readings, you will be asked to choose a therapeutic approach (of the ones we have covered in class) and provide your formulation of the client's presenting problems from the perspective of this approach. Using information from the case study, you will also be asked to consider how you would treat the client (e.g., possible interventions/therapeutic techniques, client strengths, potential treatment obstacles). The purpose of the assignment is to provide you with an opportunity to think about different theoretical orientations from the perspective of a clinician, and to notice which theoretical approaches you gravitate towards. It is also an opportunity to apply your theoretical knowledge of a specific therapy paradigm to an actual case. You will be assessed on the quality and thoughtfulness of your integration of theory and clinical case material. The term paper should conform to the following format: APA style, 12-point font, double-spaced with one-inch margins. Term papers should be a maximum of 6 pages, with one page for references. **Term papers must be submitted in person at the beginning of class on November 23, 2016.** Further guidelines for the paper will be provided in class.

Seminar Presentation

You will be expected to work collaboratively in groups of 5 people to present on a topic relevant to psychotherapy. The presentation should be 1 hour in length and all group members should be active in the presentation. It is expected that **2 weeks** before your presentation date you will send me an outline of your presentation so that I can assist with any feedback. I am happy to meet with any groups that want personal feedback/direction. Please take advantage of this.

Please note: If it is clear that all group members made an equal contribution - each member will receive the same grade. Should it become apparent that the work was carried disproportionately among group members, then grades will be assigned on an individual basis. Please attempt to identify and resolve any differences or difficulties between group members as soon as they occur. Consult the course director if you require assistance.

Topics for Presentations:

- Cultural/Diversity issues in therapy (what does this cover? what does cultural competence mean? how do you gain cultural competence? how to approach diversity in therapy? issues around self awareness? impact of diversity issues on the therapeutic process)
- Critical review of Existential therapy.
- Comparing therapist and client contributions to the outcome of therapy.
- Psychotherapy and potential harms.
- Psychotherapy and the brain: Neuroscience and psychological change.

- Psychotherapy and technology.
- How do we study psychotherapy and how it works? Is it sufficient? Overview and critique of methods of researching therapy.

Class Participation

Full attendance is expected. Students are expected to read the course materials and handouts and contribute to class discussions. Being absent from class will obviously reduce the opportunities you have to share your ideas with your peers, and may affect your grade.

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.

You should contact me as soon as you know you will miss a test or assignment due date. You must contact me within 48 hours of the deadline. For the midterm and final exam there will be **one** makeup held. You must attend the makeup on that scheduled date.

Late assignments will be penalized by 10% per day.

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.*

4061 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 4061 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:

| Date | Topic | Assignments |
|----------------------|--|--|
| Week 1: September 7 | Introduction and Course Overview | |
| Week 2: September 14 | Therapies Emphasizing the Person: Client-Centred Therapy/Existential | Rogers (2007/1957) Corey: Chapter 7 |
| Week 3: September 21 | Therapies Emphasizing Developmental History: Psychoanalytic Therapy | Corey: Chapter 4 Eagle (2011) |
| Week 4: September 28 | Therapies Emphasizing Behaviours and Thoughts: Behavioural Therapy / Cognitive Therapy/ Third Wave Therapies | Corey: Chapter 9 & 10 |
| Week 5: October 5 | Therapies Emphasizing Emotion: Gestalt Therapy / Emotion-Focused Therapy | Corey: Chapter 8 Greenberg (2006) |
| Week 6: October 12 | Psychotherapy Integration: The Search for Common Factors | Corey: Chapter 15 Castonguay et al. (2015) Safran & Muran (2000) |
| Week 7: October 19 | MIDTERM EXAM (No Lecture) | |
| Week 8: November 2 | Group Presentations (2) | TBD by group |
| Week 9: November 9 | Group Presentations (2) | TBD by group |
| Week 10: November 16 | Group Presentations (2) | TBD by group |
| Week 11: November 23 | Ethical Issues in Psychotherapy/ Course Summary | CPA Code of Ethics |
| Week 12: November 30 | FINAL EXAM (No Lecture) | |

Supplementary Reading List

Week 2: Therapies Emphasizing the Person

Rogers, C. (2007/1957). The necessary and sufficient conditions of therapeutic personality change. *Psychotherapy: Theory, Research, Practice, Training*, 44, 3, 240–248.

Week 3: Therapies Emphasizing Developmental History

McWilliams, N. (2004). What defines a psychoanalytic therapy? In McWilliams, N., *Psychoanalytic Psychotherapy*, (1-45). The Guilford Press.

Week 4: Therapies Emphasizing Behaviours and Thoughts

Antony, M. (2014). Behavior therapy. In, Corsini, R., & Weddings, D. (Eds), *Current Psychotherapies, 10th Edition* (pp. 230-264). Belmont, CA: Brooks/Cole.

Beck, A., & Weishaar,, M. (2014). Cognitive therapy. In, Corsini, R., & Weddings, D. (Eds), *Current Psychotherapies, 10th Edition* (pp. 230-264). Belmont, CA: Brooks/Cole.

Week 5: Therapies Emphasizing Emotion

Greenberg, L. (2006). Emotion-focused therapy: A Synopsis. *Journal of Contemporary Psychotherapy*, 36, 87-93.

Week 6: Psychotherapy Integration

Safran, J. D., & Muran, J. C. (2000). The therapeutic alliance reconsidered. In J. D. Safran. & J. C. Muran (Eds), *Negotiating the Therapeutic Alliance: A Relational Treatment Guide* (pp. 1-29). New York, NY: Guilford.

Week 11: Ethical Issues in Psychotherapy

CPA Code of Ethics: http://www.cpa.ca/docs/File/Ethics/cpa_code_2000_eng_jp_jan2014.pdf