

Faculty of Health
Department of Psychology
PSYC 4061 3.0 B: THEORETICAL APPROACHES TO COUNSELLING AND
PSYCHOTHERAPY
Tuesdays & Thursdays/7pm-10pm/FC 103
S1/2019

Instructor Information

Instructor: Tifrah Warner

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Office Phone: contact undergraduate office to leave a message

Office Hours: after each class or by an appointment

Email: : tifrahw@yorku.ca 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)
- 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 reviews a selection of the currently best-known psychotherapeutic approaches. It examines these approaches in terms of their views on: (a) human nature, (b) the composition of the psychotherapeutic problem, and (c) the strategy used to resolve the problem.

The grading scheme of this course aims to create an opportunity for deeper study; thus, the class work is distributed throughout the course. There is an assignment for every class, regular journal entries, 2 exams, and a paper.

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.

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 journal.
- Working with a team.

Required Text

- **Current Psychotherapies**, 10th edition (2014) or 11th edition, (2019), Wedding D & Corsini R. J. (eds.), Brooks/Cole

Course Requirements and Assessment:

Grading Scheme, option 1	%	Due date
1. 2 multiple-choice exams	50%	May 16, June 6
2. 8 class reading assignments (pass/fail)*	10%	every class
3. Self-nurture research journal	15%	May 28
4. Preparing a part of a review game (pass/fail)*	5%	every class
5. A short essay	20%	May 23

Grading Scheme, option 2	%	Due date
1. 2 multiple-choice exams	25%	May 16, June 6
2. 8 class reading assignments (pass/fail)*	10%	every class
3. Self-nurture research journal	15%	May 28
4. Preparing a part of a review game (pass/fail)*	5%	every class
5. A short essay	20%	May 23
5. 1 paper	25%	May 28

*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** and written up **in point form**, unless specified otherwise.
- 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**

A short essay

Consists of 4 to 5 pages of an analytical examination of any 3 theoretical approaches covered in this course.

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

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2018-19](#))

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.

- **Assignment Submission:** Due dates and times are specified on the class schedule. Earlier submissions may be made to the course secretary (BSB 101) 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.

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: [Summer 2019 - Important Dates](#)

	SU	S1	S2
Last date to add a course without permission of instructor	12-May	3-May	21-Jun
Last date to add a course with permission of instructor	27-May	10-May	28-Jun
Last date to drop course without receiving a grade	28-June	27-May	15-Jul
Course Withdrawal Period	June 29-July 29	May 28-June 10	July 16-July 29

***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.*

Electronic Device Policy

Use of laptop and other electronics in the classroom

is acceptable for special needs situations only.

Some references about the impediment this 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

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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

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 A 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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