

**Faculty of Health  
Department of Psychology  
PSYC 4061 3.0 Section M  
THEORETICAL APPROACHES TO COUNSELLING AND PSYCHOTHERAPY  
Winter 2019  
Tuesdays 8:30am – 11:15am—Vari Hall 1158**

---

**Instructor: Dr. Lorne Sugar, C. Psych.**

**Office: 277 BSB**

**Office Hours:           Mondays 5:45pm – 6:45pm  
                                  Tuesdays 7:30am – 8:15am  
                                  Thursdays 7:30am – 8:15am**

**Email: [lornes@yorku.ca](mailto:lornes@yorku.ca) \*\*E-mail is checked twice daily Monday to Friday.**

**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 and Contacting the Instructor:** Students are encouraged to contact the instructor through e-mail and/or in-person during designated office times to discuss any questions or concerns. Appointments are not required for office times and students will be seen on a first-come-first-serve basis. Assignment and test marks are provided to students directly in class and are not posted through Moodle. Please note that Moodle will not be used for this course.

**Course Description:**

This course will introduce students to several of the main theoretical orientations and treatment modalities to which clinical psychologists and other therapists currently adhere. The goal of the course is for students to begin critically examining these schools of thought and associated treatment techniques as well as their own values and personal preferences in order to begin the process of establishing an identity as an aspiring therapist.

## **Program Learning Outcomes**

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

1. Demonstrate in-depth knowledge of 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. 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**

The above seven learning outcomes emphasize broader departmental requirements which are expected to be demonstrated by all undergraduate students taking this course regardless of the section in which they are enrolled.

Specific learning objectives for students enrolled in this particular section include:

1. Being capable of demonstrating an awareness of the strengths and limitations of different therapeutic approaches both generally, as well as with respect to specific techniques and interventions.
2. Thinking critically about the various theoretical approaches reviewed in class and in the textbook and in so doing, forming and communicating sophisticated impressions regarding the goodness of fit between different approaches and the student on a more personal level.

## **Required Text:**

Corey, G. (2016). Theory and Practice of Counseling and Psychotherapy (Tenth Edition). Cengage Learning.

## **Course Format:**

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

**PLEASE NOTE:** Although it is not an expectation of this course, 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	February 12 <sup>th</sup> , 2019	40%
Test #2	April 2 <sup>nd</sup> , 2019	20%
Opinion Paper	March 19 <sup>th</sup> , 2019	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.

#### **Opinion Paper:**

This ten-page (maximum) double-spaced paper will be the forum within which students articulate their opinions, values, and preferred theoretical orientation(s) having had the chance to be exposed to and integrate the course material. This is an informal paper that can be written in the first-person (i.e., "I think that..." "I believe...") and for which additional research beyond the textbook and class lectures is not required. This paper will be an opportunity to critically evaluate chosen aspects of the course content (not the course itself) and allow students to continue the process of developing their identity as an aspiring therapist.

#### **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 nine-point grading system used in undergraduate programs at York (see next page):

<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 will be rounded to a 75 but a final mark of 74.2 will not. A final mark of 73.8 will 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, lower it to a B+, or in unique circumstances raise it to an A+. 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 – Grading Scheme for 2018-19.

### **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://myacademicrecord.students.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 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. 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 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 **March 19<sup>th</sup>, 2019** and must be submitted during class time. Students who submit their paper after class on the date the paper is due will lose five marks (out of 30). Additional five mark deductions will be made for each additional day the paper is late following the due date. Papers sent by e-mail will not be accepted.

### **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 by 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 2018-19 - Important Dates](#).

### **Important dates**

### **Winter Courses**

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

**Jan. 16**

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

**Jan. 30**

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

**March. 8**

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

**March 9 –  
April 3**

**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 and the use of 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 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.

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 regularly 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 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.

## **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 Material Copyright Information:** These course materials are designed for use as part of the PSYC 4061 3.0M course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (e.g., 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-part website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

## COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Chapter</u>
January 8 <sup>th</sup>	Welcome and Introduction	
January 15 <sup>th</sup>	Overview of Therapeutic Dimensions	1 & 2
January 22 <sup>nd</sup>	Psychodynamic Therapy	4 & 5
January 29 <sup>th</sup>	(Cognitive) Behavioural Therapy Part 1	9
February 5 <sup>th</sup>	(Cognitive) Behavioural Therapy Part 2	10
February 12 <sup>th</sup>	<b>Test #1—Chapters 1, 2, 4, 5, 9, 10, and Lectures</b>	
February 19 <sup>th</sup>	<b>Reading Week—No Class</b>	
February 26 <sup>th</sup>	Existential Therapy	6
March 5 <sup>th</sup>	Client/Person-Centered Therapy	7 & 8
March 12 <sup>th</sup>	Post-Modern Approaches	13
March 19 <sup>th</sup>	Family Therapy <b>Opinion Paper Due</b>	14
March 26 <sup>th</sup>	Group Therapy	
April 2 <sup>nd</sup>	<b>Test #2—Chapters 6, 7, 8, 13, 14, and Lectures</b>	