

YORK UNIVERSITY

HH/PSYC 4061 3.0A—SUMMER 2011

THEORETICAL APPROACHES TO COUNSELLING AND PSYCHOTHERAPY

Course Director: Dr. Lorne Sugar
Office and Office Hours: Room 277 BSB—Meetings can occur after class or be scheduled before class
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Secretary: Ms. Agnes Levstik, Room 281 BSB
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Lecture Time: Mondays and Wednesdays—7:00pm – 9:45pm
Duration May 2nd, 2011 – June 8th, 2011
Location: CB 122

Course Description:

This course will introduce students to several of the main theoretical orientations and treatment modalities to which psychotherapists 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, biases, and personal preferences in order to begin the process of establishing an identity as an aspiring therapist.

Prerequisite(s):

Introduction to Psychology (with a minimum grade of C), Statistical Methods I and II, and Personality Psychology. It would be advantageous if a course in Abnormal Psychology has been completed although this is not required. It is the student's responsibility to check the psychology department course calendar to ensure that they have not taken courses that would prevent them from achieving credit for this course (e.g., HH PSYC 4060 6.0) and that they have the required pre-requisites to enroll in 4000 level courses.

Required Text:

Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy (Eighth Edition). Brooks/Cole.

Evaluation:

Two non-cumulative tests (multiple choice & short answer)—25% and 30% respectively
Paper—40%
Attendance and Participation—5%

Final date to drop the course without receiving a grade is Friday, May 27th, 2011

Course Format:

This course will be seminar-based. Classes will be comprised of lectures, demonstrations, discussions, and role-plays. It is anticipated that classes will be used not only to convey information, but also to provoke respectful discussion and critical thinking.

PLEASE NOTE: ** Although not a focus of this course or an expectation whatsoever, some students may 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 grades and potentially be prevented from attending additional lectures prior to engaging in a discussion with the course director.

Tests:

The two in-class tests are non-cumulative. The first part of both tests will be comprised of multiple choice questions based on information from the textbook as well as from lectures. The second part of both tests will include short answer questions that will be derived from lecture material.

Paper:

This ten-page (maximum) double-spaced paper will be the forum in which students articulate their modified views of their personal preferences, biases, 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. However, students are more than welcome to refer to textbook chapters not covered in the class. This paper will be an opportunity to critically evaluate chosen aspects of the course content and allow students to continue the process of developing their identity as an aspiring therapist.

Late Assignments and Missed Tests:

Papers are due at the beginning of class on June 6th, 2011. Students who submit their paper after 7:15pm will lose five marks (out of 40). An additional five marks will be deducted for each additional day the paper is late. Papers sent by e-mail will not be accepted.

Students who miss a test must notify the course director prior to the test and will only be able to write a make-up test if they have valid documentation to support their absence. Serious illnesses and family tragedies are the only acceptable justifications for missing a test. **Please note** that there is no guarantee that the make-up test will follow the same format as the original. The date, time, and off-site location of the make-up test will be chosen by the course director. There will only be one opportunity to write the make-up test.

Academic Dishonesty:

Students are also expected to be aware of York's policies regarding academic dishonesty and any other policies of relevance. Be sure to peruse the York University website for such policies and related information.

Final Marks:

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 solely. 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. Please also note that there will be no rounding to the next letter grade if a student falls on the cusp between letter grades. For example, a final mark of 74.2 will not be rounded to a 75. Students are also encouraged to remain mindful that final grades submitted by the course director 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 be lowered to a B or raised to an A. The course director’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.

COURSE OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Chapter</u>
May 2 nd	Introduction and Debates in Therapy	1 & 2
May 4 th	Ethics and The Initial Assessment Interview	3
May 9 th	The Initial Assessment Interview (cont'd) and Psychodynamic/Psychoanalytic Therapy	4
May 11 th	Behavior Therapy and Cognitive Behavior Therapy	9 & 10
May 16 th	Test #1	1-4, 9 & 10 & Lectures
May 18 th	Third and Fourth Wave Therapies	6, 7, & 13
May 23 rd	Victoria Day—NO CLASS	
May 25 th	Family Therapy	14
May 30 ^h	Group Therapy	
June 1 st	Suicide and Risk Assessment	
June 6 th	Complete Lectures and Role Plays	PAPER DUE
June 8 th	Test #2	6, 7, 13, 14 & Lectures