

YORK UNIVERSITY

FACULTY OF HEALTH

DEPARTMENT OF PSYCHOLOGY

40613.0 - Fall, 2014

THEORETICAL APPROACHES TO COUNSELLING AND PSYCHOTHERAPY

COURSE OUTLINE

COURSE DIRECTOR: DR. MICHAEL LUTHER

Dr. M. Luther 277 BSB mluther@yorku.ca

Secretary: Agnes Levstik BSB 281

THURSDAYS – 8:30 AM – 11:30 AM @ Vanier College 114

Appointment: 1 hour before class at Class

A SEMINAR COURSE (3 HOURS PER WEEK)

Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00 with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2130 3.00 or AK/HH/PSYC 3220 3.00; AK/HH/PSYC 3140 3.00 (after Winter 2002) or AS/SC/PSYC 3140 3.00 or AK/HH/PSYC 3215 3.00. **Course credit exclusions:** AK/AS/HH/SC/PSYC 4060 6.00, AK/PSYC 4210 3.00 (prior to Summer 2002), GL/PSYC 4250 3.00

NO CELL PHONES IN THE CLASSROOM

COURSE DESCRIPTION:

As a seminar course, attendance is **mandatory**; it involves 'active' learning on-site (in person). This course provides in-depth coverage of counselling techniques and theories. A variety of older and current modes of therapy are presented and studied. Emphasis is on the theoretical assumptions made by the different theories, and the impact of the theory on therapeutic practice. Even non-theoretical models are looked at. A variety of areas such as: Psychoanalysis, Analysis, Gestalt, Humanistic (Logotherapy, Adlerian, & Narratives), Behavioural (B.Mod., IBI, & Systematic Desensitization), Brief Therapies (Solution-Focus, TA, and Pattern Interruption), Cognitive Therapy, Cognitive Behavioral Therapy, EMDR, Dialectical Behavioural Therapy, etc., are covered. Critiques of each will be done by the students. These modes will be **demonstrated** in each seminar in an active way; role-playing is to be used too. The Naturalistic/Biocentric approach will be looked at.

<u>Competencies</u>	<u>Grade %</u>
1) Attendance/Participation (3 hours/week) (no cell phones! nor laptops)	= 25%
2) Oral Presentation (1 hour)	= 25%
3) Written Paper* An (15-20 pgs) analytical paper APA Style (with headings and sub headings)	= 50%

*This is **not** just a descriptive essay, per se, but an **analytical** paper worth **50%** of grade.

TEXT

Luther, M.G., Allen, J.C., Gerber, J. & Luther, J.E. (2013). "Meeting The Human Challenge: Transformation, Healing, and Recognizing the Zombies Living Amongst Us." Concord, ON: Captus Press

Paper (50%) (Due last class – December 2)

A major paper using APA style and Headings is required. The student will **compare** his/her chosen therapy mode to essential aspects of at least 3 other methods. These are **not** just summaries of each therapy; **instead** these are to compare and contrast **main** features of these therapeutic **approaches**. The layout is as follows:

	<u>Length</u>
A) Introduction (Intent)	1 page only
B) Your Chosen Model (Summary)	3 pages
C) Comparisons – (3 models)	(3X3) 9 pages
D) Conclusions/Evaluations (pro's/Con's)	2-3 pages
E) References	1-3 pages

* See Rubric at back of outline.

Presentation (25%)

A typical presentation is 45 minutes to 60 minutes (1 hour). Importantly, a multimedia format is used: and a clear presentation is crucial. Normal pace and voice is imperative. Do **not** race through material. Delivery is **non-egocentric**; pay attention to your audience! **DO NOT READ ALOUD** (your presentation); instead, **discuss** it in a seminar format. Impart knowledge and teach the class something new and interesting. **DON'T JUST REGURGITATE**. It must be on-topic and both theoretical and practical. Critique the model of therapy presented (i.e., at end). Open for questions (at end). May use A/V equipment and Power Point. Prepare a small (2-page) hand-out. The presentation is **factual** and **not** just anecdotal/subjective.

Schedule

No Class on October 30, 2014

Class # 1	<ul style="list-style-type: none"> - Foucault's view of pathology by DR. LUTHER - Darwin's view of Man - Evolution and Naturalistic Therapy (Field trip) 	
Class #2	<ul style="list-style-type: none"> - Freud & Jung (DR. LUTHER) 	
Class #3	<ul style="list-style-type: none"> - Psycho-analysis (Freud) - Analysis (Jung) - A. Adler & Gestalt (by F. Perls) 	
Class #4	<ul style="list-style-type: none"> - Behavior Modification: (Operant, IBI) - Classical: (Systematic Desensitization) 	Students
Class #5	<ul style="list-style-type: none"> - Depression and Anxiety Cognitive Therapy (A. Ellis, D. Burns, A. Beck) - Learned Optimism (M. Seligman) 	Students
Class #6	<ul style="list-style-type: none"> - Cognitive Behavioral Therapy CBT "Mind Over Mood" (Greenberger & Padesky) - J. Schwartz "Brain Lock" 	Students
Class #7	<ul style="list-style-type: none"> - Narrative Therapy (M. White) - Logotherapy (V. Frankl) 	Students
Class #8	<ul style="list-style-type: none"> - Solution-focused Approach (Walter & Peller) - De Shazer & I. Berg 	Students
Class #9	<ul style="list-style-type: none"> - Pattern Interruption Therapy (Weakland & Siegel) - Milton Erickson & Hypnosis 	Students
Class #10	<ul style="list-style-type: none"> - Roles (T/A) Therapy (Berne and/or Harris) 	Students
Class #11	<ul style="list-style-type: none"> - Dialectical Behavioral Therapy (Linehan) - E.M.D.R. (Shapiro) 	Students
Class #12	<ul style="list-style-type: none"> - The Optimistic Child (Seligman) or - Play Therapy (Moustakas) or Art Therapy (for P.T.S.D.) - T.A. For Kids (Freed) or - Teen On-line Crisis Counselling 	Students

Required Readings (in Luther, et al. 2013)

#1 “Naturalistic Biocentric”	Reist & Luther	pgs. 201 –
#2 “Evolution”	Allen	pgs. 55 –
#3 “Uncertain Future”	Luther (on Freud & Jung)	pgs. 337 –
#4 “IBI”	Casaluce	pgs. 321 –
#5 “Beyond Trepanation”	Gagnier & Sorge	pgs. 355 –
#6 “Uncertain Future”	Luther (on CBT)	pgs. 337 –
#7 “Essential Learning”	Luther (on Narrative)	pgs. 395 –
And “Brief Therapy”	Luther (on Narrative)	pgs. 425 –
#8 “Essential Learning”	Luther (on Solution Focus)	pgs. 395 –
And “Brief Therapy”	Luther (on Solution Focus)	pgs. 425 –
#9 “Essential Learning”	Luther (on Pattern Interruption)	pgs. 395 –
And “Brief Therapy”	Luther (Pattern Interruption)	pgs. 425 –
#10 “Transactional Analysis” (TA)	Azer & Andres	pgs. 451 –
#11 “Treatment For Paediatric PTSD”	Stephens	pgs. 469 –
#12 “Crisis Counselling”	Lemmex	pgs. 487 –

The course director is available to help students with projects on Thursday mornings before class at the seminar room. BEST OF LUCK!!!

NAME: _____

‘CRITICAL’ PAPER MARKING SCHEME

POOR/FAIR/GOOD/V.GOOD/EXCELLENT/BRILLIANT

**BASIC
COVERAGE** _____

APA STYLE _____

CITATIONS _____

QUOTES _____

GRAMMAR/SPELLING _____

HISTORY _____

THREE MODELS _____

ORGANIZATION _____

THEORY OF MIND _____

NATURALISTIC Ψ _____

**FOCUS/
CLARITY** _____

CONCLUSIONS _____

**THESIS/
ARGUMENTS** _____

REFERENCES _____

POOR/FAIR/GOOD/V.GOOD/EXCELLENT/BRILLIANT

OVERALL MARK _____