

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4061 3.0 Section A :THEORETICAL APPROACHES TO COUNSELLING AND**  
**PSYCHOTHERAPY**  
**Tuesdays & Thursdays/8:30am to 11:30am/DB 0009**  
**Summer (S2)/2024**

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The entire course will be delivered in-person with no accommodations (i.e., lectures are not recorded) made for students who cannot attend lectures. Fifteen percent of your final mark for this course is based on participation (i.e., being present to engage in discussions and class activities). Lecture slides will be posted on the course website before each class.

### **Instructor and T.A. Information**

Instructor: Jennifer Lewin, Ph.D., C.Psych

Office Hours: Wednesdays by appointment, rm. 251 BSB (Behavioural Sciences Buildings)

Email: [jlewin@yorku.ca](mailto:jlewin@yorku.ca)

### **Course Prerequisite(s): Course prerequisites are strictly enforced**

- HH/PSYC 1010 6.00 (Introduction to Psychology)
- 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

### **Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

### **Course website: [eClass](#)**

All course materials will be available on the course eClass site such as lecture slides, course syllabus, assignment instructions, etc. The site will be your central access point for course materials and course updates.

### **Course Description**

This course provides an overview of key theoretical aspects for some of the major counselling/ psychotherapeutic paradigms. The goal of this course is to introduce students to different theoretical approaches to counselling and psychotherapy and provide them with opportunities to critically examine and reflect on the theoretical and technical (i.e., specific treatment interventions) similarities and differences between

them. Key differences in theory and practice among various psychotherapy paradigms will be highlighted by the use of case studies and videos shown in class. Students will also begin to critically evaluate and reflect on their own values, biases, and personal preferences in relation to these various theoretical approaches through written work, class discussions based on journal articles, and class activities.

### **Program Learning Outcomes**

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

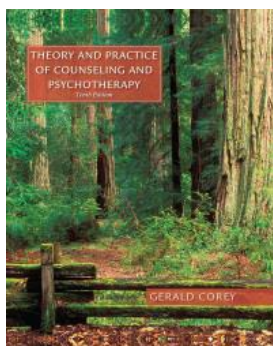
1. Demonstrate in-depth knowledge in theoretical approaches to counselling and psychotherapy.
2. Critically evaluate, synthesize, and resolve conflicting results in theoretical approaches to counselling and psychotherapy.
3. Articulate trends in theoretical approaches to counselling and psychotherapy.
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**

1. Case studies & in-class exercises will be used to highlight similarities and differences in theory and practice among various psychotherapy paradigms
2. Students will have the opportunity to critically evaluate their own values, biases, and personal preferences in relation to various theoretical approaches

### **Required Text**

Corey, G. (2021). *Theory and Practice of Counseling and Psychotherapy*, 11<sup>th</sup> edition. Belmont, CA: Brooks/Cole. ISBN-13: **978-0-357-76442-8**



## Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Test 1	July 16, 2024	35%
Test 2	July 30, 2024	30%
Test 3	August 8, 2024	20%
Participation	Throughout course	15%
<b>Total</b>		<b>100%</b>

### Description of Course Evaluation Components

#### A. TEST 1

**Date:** Tuesday, July 16, 2024

**Time to write:** 3 hours

**Worth:** 35% of final grade

Test 1 will consist of 60-75 multiple-choice questions and applied short and long answer questions based on case studies. Test 1 will be based on the following course materials: lectures (lectures 1 to 4; including videos shown in class), textbook readings, assigned readings, and discussions in class. Testing will take place in-person, in class. Further information regarding Test 1 will be discussed in class once the course starts and updates will be provided under “Course Announcements” on the course website.

#### B. TEST 2

**Date:** Tuesday, July 30, 2024

**Time to write:** 3 hours

**Worth:** 30% of final grade

Test 2 will follow a similar format to test 1, consisting of multiple-choice questions (50 to 60 MC questions) and applied short/long answer questions based on case studies. Test 2 will be based on the following course materials: lectures (lectures 5, 6, & 7), textbook readings (see course schedule for chapters), assigned readings, and discussions in class.

#### C. TEST 3

**Date:** Thursday, August 8, 2024

**Time to write:** 2.5 hours

**Worth:** 20% of final grade

Test 3 will follow a similar format to the other tests, consisting of multiple-choice questions (35 to 50 MC questions) and applied short/long answer questions based on case studies. Test 3 will be based on the following course materials: lectures (lectures 8 & 9), textbook readings (see course schedule for chapters), assigned readings, and discussions in class.

## **D. PARTICIPATION**

**Length:** throughout the whole course

**Worth:** 15% of final grade

The expectation for this course is that you will attend all lectures and engage with the course material. Student participation will be examined in a number of ways during the course. For example, class discussion will be encouraged – sharing your opinions and reflections on course material, assigned readings, and some class exercises will really help you to learn course material at a deeper level and hopefully will lead to lively discussions. In order to participate, make sure to read chapters/assigned readings before the lecture and join in the class discussion.

### **Class Format and Attendance Policy**

Classes will involve lecture with class discussion. Students are expected to attend all seminar classes. Attendance will make up a portion of your participation grade. There is no “make-up” for a missed class. If a student must miss a class, it is expected that the student will read the chapter(s)/article(s) for that week to facilitate learning and prepare for tests.

### **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 –

<https://calendars.students.yorku.ca/2023-2024/grades-and-grading-schemes>

### **Missed Tests/Midterm Exams/Late Assignment**

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[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 missed quiz or late assignment.

## Add/Drop Deadlines

For a list of all important dates please refer to: <https://registrar.yorku.ca/enrol/dates/2023-2024/summer>

	Summer (Term S2)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	July 8
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	July 15
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	July 29
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	July 30 - August 13

### Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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

The university has subscribed to the Turnitin service which helps professors identify internet plagiarism and helps students maintain academic integrity. The work submitted by you in this course will be submitted through Turnitin via eClass.

### Electronic Device Policy

This course will be delivered in-person. Electronic devices are permitted during class time for course-related purposes. 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 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.

### **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 university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

### **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. 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 PSYC4061 SECTION M 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](#).

**TENTATIVE Course Schedule\*\*\***

<b>Date</b>	<b>Lecture Topic</b>	<b>Readings</b>
Lecture 1: July 2, 2024	Introduction & Effective Therapists, & Therapy integration	Chapters 1 and 2, part of Chapter 15 (pg. 533 to 538, excluding Table 15.1)
Lecture 2: July 4, 2024	Psychoanalysis	Chapter 4
Lecture 3: July 9, 2024	Psychoanalysis continued/Existential Therapy	Chapter 4 & part of Chapter 6 (pg. 161 to 179)
Lecture 4: July 11, 2024	Person-Centred Therapy/Motivational Interviewing	Chapter 7 + part of Chapter 13 (pg. 468 to 471)
<b>July 16, 2024</b>	<b>Test 1</b>	<b>Chapters 1, 2, 4, 7, part of Chapters 6, 13, &amp; 15 (pg. 533 to 538), lectures 1 to 4, including videos watched in class</b>
Lecture 5: July 18, 2024	Gestalt Therapy	Chapter 8
Lecture 6: July 23, 2024	Emotion-Focused Therapy/start Behaviour Therapy	EFT assigned reading and Chapter 9
Lecture 7: July 25, 2024	Behaviour Therapy	Chapter 9 continued
<b>July 30, 2024</b>	<b>Test 2</b>	<b>Chapter 8, Chapter 9 &amp; EFT assigned reading, lectures 5, 6, &amp; 7, including videos watched in class</b>
Lecture 8: August 1, 2024	Cognitive Therapy & REBT	Chapter 10 + REBT assigned reading
Lecture 9: August 6, 2024	Acceptance & Commitment Therapy and Therapy	Part of Chapter 9 + ACT Assigned reading
<b>August 8, 2024</b>	<b>Test 3</b>	<b>Part of chapter 9, chapter 10, REBT &amp; ACT assigned readings, and lectures 8 &amp; 9, including videos watched in class</b>



\*Assigned readings (which will consist of various journal articles, book chapters, etc.) will be posted ahead of lectures on eClass for students to have time to read the material.

\*\*Please be aware that course schedule/readings are subject to change prior to course starting. Please look to course announcements and updates on eClass for any changes.