

**Faculty of Health
Department of Psychology
PSYC 4060 6.0 B: COUNSELLING PSYCHOLOGY
Tuesday/11:30-14:30/HNE B11
F/W/2024-2025**

Changes to this course outline will be announced ASAP on eClass.

This course will be delivered in-class. This will include, for the most part, synchronous (i.e., in-class) lectures, videos, seminar discussion, group exercises (e.g., role plays and other experiential activities) quizzes and exams, as well as some asynchronous activities, such as homework assignments that will be completed outside of class time.

Instructor Information

Instructor: M. Sharon Armstrong
Office Hours: By Appointment
Email: sarm@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, unless otherwise indicated by the instructor. The site will be your central access point for announcements, weekly PowerPoint slides, weekly assignments, etc.

Course Description

This course provides an overview of the most influential counselling and psychotherapy theories in the western world. It examines – both intellectually and experientially – a broad spectrum of approaches to counselling and psychotherapy. Multi-cultural and ethical lenses will be applied to the examination of theories, approaches and practices.

To the extent possible students will engage in experiential practice of skills and interventions derived from each of the counselling/psychotherapy approaches presented. These skills will include: listening and attending behaviours; basic and evocative client-centred methods and some basic components of assessment and treatment planning. Specific techniques for working with emotions, cognitions and behaviours may be included.

Program Learning Outcomes

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

1. Demonstrate in-depth knowledge in counselling psychology.
2. Critically evaluate, synthesize and resolve conflicting results in counselling psychology.
3. Articulate trends in counselling psychology.
4. Locate research articles and show critical thinking about research findings in counselling psychology.
5. Express knowledge of counselling psychology 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

- Students will gain an understanding of theory, practice and the philosophical underpinnings of the most influential theories of counselling in the western world today and will demonstrate their understanding in class discussion as well as in written tests and assignments.
- Critical thinking about how theory informs practice – both within and beyond what is covered in the text book and both within and beyond western practices – will be demonstrated in written assignments, class discussion and assigned exercises.
- Knowledge will be acquired and demonstrated of the ethical and multi-cultural perspectives that guide counselling & psychotherapy practices.
- Therapeutic listening, communication and empathy skills will be developed, by engaging in role plays and classroom exercises that rehearse the mechanics of current psychotherapy practices.

Required Texts

- Corey, G. (2023). Theory and practice of counseling and psychotherapy (11th ed.),
 - Hardcover OR the digital edition (& MindTap)
- Martin, D.G. (2011). Counseling and therapy skills (4th ed.). Long Grove, Ill: Waveland
 - You may not need to buy the hard copy of this book - check with the bookstore for the **Day1digital program**

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting	
In-class Participation	End of Year	10	
Fall Mid-Term Test	One week after test	22	
Winter Early Mid-Term Test	One week after test	24	
Weekly Pop Quizzes & Written Assignments	Marked Weekly	10	
Seminar Group Presentation	End of Winter Term	12	
End of Fall Term Paper	Early Winter Term	22	
Total		100%	

Description of Assignments (Note: any changes to the following descriptions, and any required final details will be posted on eClass.)

Class attendance and participation (10%): Class attendance will be taken during each seminar and student participation will be recorded and evaluated on the basis of the following:

- * **consistent seminar attendance in weekly classes**
- * **evident preparation for discussion about assigned readings**
- * **active involvement in class discussion**
- * **active participation in role plays and experiential exercises, some of which will occur in class and some may be assigned as homework exercises (as part of “Weekly Pop Quizzes...” component). In class, students will be engaging in active role plays in order to learn and practice some basic counselling skills.**

I suggest that while reading your assigned book chapters, you prepare to make comments or to ask questions about that chapter or article in class. Keeping a weekly journal can be very helpful in this task. In the journal, you may wish to write out a brief evaluation of the chapter/article based on your thoughts and/or any questions that come to mind as you read.

Fall Mid-Term Test (22%): This primarily short-answer format test will be completed towards the middle of the fall term and will be based on chapters and lecture slides from both the Corey and the Martin text books. More information will be provided on eClass.

Winter Term Test (24%): This primarily short-answer format test will be completed towards the early weeks of the winter term and will be based on chapters and lecture slides from both the Corey and the Martin text books. More information will be provided on eClass.

Weekly Pop Quizzes/Assignments (10%): You can expect a quiz and/or a brief written assignment to be completed online, most weeks, especially during the fall term. These quizzes and assignments are meant to encourage your preparatory reading for the upcoming week, as you work towards developing your understanding the concepts and issues described in each chapter. Preparing for and taking these tests will facilitate analysis and discussion in the classroom. Some may be completed in class. All are time limited and will be closed before we start the class – NO re-takes or substitutions permitted. Periodically, I may assign MindTap or

similar assignments to be completed within a specified period, usually a week after the relevant class. Specific information will be posted on eClass.

Seminar Group Presentation (12%): Students will be required to work collaboratively in groups of two to prepare a seminar presentation of one hour in duration plus approximately 10-20 minutes of class discussion and questions for a **total of 65-70 minutes**. The presentation can include lecture, audiovisual material and group interaction. The presentation will be an analysis of a specific counselling approach. It will include the following: a theory-based explanation of client symptoms, thoughts, feelings and behaviours; the roles of the therapist and the client; the mechanisms of change and the format of treatment. **Presenters must choose a relevant journal article or book chapter post a link on the course eClass site one week before presentation**, so that each student in the class will have an opportunity to read the article and prepare for class discussion by the date of the presentation. **On the day of the presentation, a brief summary of the presentation (2-3 page double-spaced typed summary, or power-point note pages)** is to be provided to the professor. This can be done via email or hard copy. Both group members will be expected to contribute equally to the finished product and both will receive the same grade on the presentation.

Fall Term Paper (22%): For any students who have not done a great deal of writing to date, you may want to spend some time **EARLY in the TERM** getting familiar with York's Writing Centre: <https://www.yorku.ca/laps/writing-centre/> .

Students should also have on hand the latest edition of the *American Psychological Association (APA) Publication Manual*, which can be found at the library or bookstore or through the Purdue University Writing Lab which can be accessed on York's writing centre page. In addition, there are several writing resources posted on the York Spark page: <https://spark.library.yorku.ca>.

Instructions for the paper will be posted on eClass. It will be written in accordance with the Publication Manual of the American Psychological Association 5th Edition, 2001. The paper is expected to be approximately 2500 words (10 double-spaced pages), **not** including the Reference page. Deadline will be posted on eClass.

Class Format and Attendance Policy

The format of the class will be **in person and synchronous** (meaning that students will be required to "show up" and actively participate in weekly meetings) and partly asynchronous (i.e., some graded components will be done outside of class time, including readings, some of the pop quizzes & exercises, some tests and papers). Attendance will be taken and **active participation** in class will be graded.

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 2024-25](#)

Missed Tests/Midterm Exams/Late Assignment

For any missed quiz or late assignment (with the exception of pop-quizzes and mini assignments) 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 [Undergraduate Fall/Winter 2024-2025 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	September 18	September 18	January 20
Last date to add a course with permission of instructor (also see Financial Deadlines)	October 2	October 16	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 7	March 14
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	November 9 – December 3	February 8- April 4	March 15- April 4

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

Turnitin Service: Students will hand in all written assignments to Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. Students will be able to access Turnitin *through the eClass* application for this course.

Electronic Device Policy

For the purpose of note-taking and class-related activities ONLY, electronic devices (e.g., tablets, laptops) are permitted during class time. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

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](#).

There will be an assignment on this topic during one of our first classes.

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 HH/PSYC4060 B - Counselling Psychology 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](#).

Course Schedule

Will be posted on eClass.

Helpful Information & Support

Calumet and Stong Colleges' Student Success Programming:

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.

- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [Awards & Recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about [Calumet and Strong Colleges Student Success Programs](#), please consult our websites ([Calumet College](#); [Stong College](#)), email us at scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), X (formerly Twitter: [Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our **weekly email** (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadm@yorku.ca, and request to be added to the listerv.

Feel free to consult [additional resources and student supports at York University](#)