

SOCPSY 3M03: COUNSELLING & PSYCHOTHERAPY **Winter Term 2022**

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Course Description

This course explores theories of Counselling and Psychotherapy, such as Couple and Family Therapy, Cognitive Behavioural Therapy, Dialectical Behaviour Therapy, Interpersonal Psychotherapy, Narrative Therapy, Solution-focused/Brief therapies, Motivational Interviewing, Trauma-informed & focused approaches, and culturally sensitive counselling approaches.

Course Objectives

By the end of the course students should be able to:

- Demonstrate an understanding of evidence-based counselling and psychotherapy theories and methods.
- Students will learn similarities and differences between a range of counselling and psychotherapy theories, and how each approach has a different focus: affect, attachment, cognition, behavior, and/or systemic factors.
- Practice applying theory to practice. Students will analyze various counselling and psychotherapy techniques.
- Utilize critical thought, practice research and writing skills, and collaborate with classmates.
- Understand the importance of professional, ethical behavior, and emphasize respectful and inclusive communication with instructor, teaching assistants, and classmates.

Required Materials and Texts

- McLeod, J. (2019). *An introduction to counselling and psychotherapy: Theory, research, and practice* (6th ed.). Open University Press.

Class Format

Online, Weekly; Asynchronous

Course Evaluation – Overview

1. Critical analysis of therapy practice videos (4 critiques at 5% each: 20% total)
2. Group presentation (30%)
3. Research paper (40%)
4. Participation mark (10%)

Course Evaluation – Details

Assignment #1: Four (4) Critiques: 5% each = 20% total), due two weeks after video is posted (by midnight on the Monday of the second week after video has been posted)

Every other week (except for the last week of classes) students will watch a video of a therapist demonstrating a particular counselling/psychotherapy approach. Students will choose **four** of these videos to analyze. Students will write a three-page double-spaced critique (not including title page and references), describing the method of therapy, what resonated for them, and what they think was therapeutic about each method. Please use APA 7 format (first-person perspective is acceptable). Support your statements and observations with research (at least three recent evidence-based journal articles).

Assignment #2: Group Presentation (30%), due February 14

Students will be divided up into groups, and each group will prepare an online presentation on a therapeutic method that is not covered in class. Each group is encouraged to make their presentation interactive and involve class members by utilizing activities and posing questions to the class. Each group member must choose one aspect of the topic chosen to contribute to: i.e., complete a few slides or provide voice thread, etc. Each group will provide an overview of available research on the method, explain how the method originated, basic philosophy, and key concepts. Include the goals of therapy, role of therapist, role of client, phases of therapy, assumptions and biases of theory, and the limitations of the approach. Hypothetical case studies may be included. A list of topic options will be supplied.

Assignment #3: Research Paper (40%), due April 12th

Each student will write a research paper, using APA 7 format, on a chosen evidence-based counselling/psychotherapy method. Each student must obtain permission from instructor for their topic, and they must choose a different topic than the one covered in their group presentation. Students will provide an overview of available research on the method, explain how the method originated, basic philosophy, and key concepts. Include the goals of therapy, role of therapist, role of client, phases of therapy, assumptions and biases of theory, and the limitations of the approach. Each paper must be ten pages long, not including references. Use a minimum of 10 current scholarly references. Please adhere to APA 7 format. Any ideas that are not your own must be referenced. Papers submitted through A2L.

Participation Mark (10%) Students will submit comments and answers to the online discussion board each week. They will participate in interactive activities that are part of the group presentations.

Weekly Course Schedule and Required Readings

Each week students will: **VIEW** a presentation, **WATCH** a video, **WRITE** a short analysis, **READ** assigned readings, **SUBMIT** comments on online discussion board, and **WORK** on assignments.

Week 1 (January 10)

Introduction to the Course

Readings will be posted

Weekly Notes: View posted lecture, review syllabus, read assigned readings, submit comments/questions to discussion board, consider topics for group presentation and research paper.

Week 2 (January 17)

Introduction to Counselling & Psychotherapy

Readings will be posted

Weekly Notes: View posted lecture, watch initial session video, write critique (if you choose to), submit comments to discussion board, read assigned readings, choose topics for group presentation and research paper.

Week 3 (January 24)

Cognitive Behavioural Therapy (CBT)

Readings will be posted

Weekly Notes: View posted lecture, watch CBT video, write critique (if you choose to), read assigned readings, submit comments to discussion board, work on group presentation and research paper.

Week 4 (January 31)

Trauma-focused/-informed therapy/Dialectical Behaviour Therapy (DBT)

Readings will be posted

Weekly Notes: View posted lecture, watch DBT video, write critique (if you choose to), read assigned readings, submit comments to discussion board, work on group presentations and research paper.

Week 5 (February 7)

CRSJ/BPS/Case conceptualization

Readings will be posted

Weekly Notes: View posted lecture, read assigned readings (no video this week), submit comments to discussion board, finalize group presentations, and work on research paper.

Week 6 (February 14) *GROUP PRESENTATIONS DUE & POSTED*

Attachment & therapy

Readings will be posted

Weekly Notes: View posted lecture, read assigned readings, view Group presentations, post to discussion board, work on research paper.

*****RECESS FEBRUARY 21-25*****

Week 7 (February 28)

Systems Theory/Couple & Family Therapy (CFT) /Emotion-Focused Therapy (EFT)

Readings will be posted.

View posted lecture, view EFT video, read assigned readings, write critique (if you choose to), post on discussion board, work on research paper.

Week 8 (March 7)

Interpersonal Therapy (IPT)

Readings will be posted.

View posted lecture, view IPT video, read assigned readings, write critique (if you choose to), post on discussion board, work on research paper.

Week 9 (March 14)

Motivational Interviewing (MI)

Readings will be posted.

View posted lecture, view MI video, write critique (if you choose to), post on discussion board, work on research paper.

Week 10 (March 21)

Narrative Therapy

Readings will be posted.

View lecture, view narrative video, write critique (if you choose to), post on discussion board, work on research paper.

Week 11 (March 28)

Solution-Focused/Brief Therapies

Readings will be posted.

View lecture, view Solution-Focused Therapy video, write critique (if you choose to), post on discussion board, work on research paper.

Week 12 (April 4)

Integration & Review

Weekly Notes: Last week of class. View posted lecture (no video or readings this week), submit comments to discussion board, finalize your research papers.

RESEARCH PAPERS DUE ON APRIL 12

Course Policies

Submission of Assignments

All assignments must be submitted online through A2L and using Turnitin. If you are unable to meet a deadline, please inform instructor.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

If you are unable to meet a deadline, please inform the instructor as soon as possible.

Absences, Missed Work, Illness

Please inform the instructor if you are unable to complete an assignment.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material

provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Students who have access to authorized recorded lectures in a course may use these recordings only for personal or group study and should not reproduce, share or upload the recording to any publicly accessible web environment. Similarly, notes, slides, evaluations and tests are for personal use and should not be shared with others outside of a course.

McMaster is committed to an inclusive and respectful community. These principles and expectations extend to online activities including electronic chat groups, video calls and other learning platforms. If you are concerned about your virtual classroom experiences, the Equity and Inclusion Office (EIO) is available to advise and assist students who may be experiencing any equity, accessibility, inclusion, harassment, discrimination or sexual violence concerns. You can reach the EIO at equity@mcmaster.ca. Thank you for joining us in ensuring that our McMaster online communities are spaces where no one feels excluded and everyone is able to enjoy learning together.

Hyperlink: <https://equity.mcmaster.ca/contact-us>

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go www.mcmaster.ca/academicintegrity.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at their discretion.