



**BRESCIA UNIVERSITY COLLEGE**

2017- 2018

**Psychology 3991F, Section 530**

**Special Topics in Psychology: Introduction to Counselling**

**Dick Shugar, MSc**

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**COURSE DESCRIPTION**

This course will present an overview of psychological theory that provides the basis for professional counselling and psychotherapy, as well as hands-on exercises to illustrate the core components of the helping relationship. Topics include: major theoretical systems and their associated strategies; various processes and techniques of therapeutic counselling; outcome measurement and evidence-based practice; ethics and professional issues.

**PREREQUISITES:** At least 0.5 Psychology course in Research Methods at the 2000 level or above, and registration in the third or fourth year of Honors Specialization or Honors Double Major in Psychology, or permission of the Department.

**ANTIREQUISITES:** Psychology 3370E; 3371F/G (King's)

**LEARNING OUTCOMES:**

Through readings, lectures, discussions, and hands-on exercises, students will explore the significant issues related to professional counselling and psychotherapy services. By the end of this course, a successful student should be able to:

- Compare the main theories of counselling and psychotherapy  
*(Brescia Competencies: Communication; Critical Thinking; Inquiry and Analysis; Social Awareness; Valuing)*
- Explain the various techniques used in psychotherapy and how each theory differentially guides the specific techniques employed in therapy  
*(Brescia Competencies: Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Social Awareness; Valuing)*
- Describe the therapeutic process  
*(Brescia Competencies: Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Social Awareness; Valuing)*

- Prioritize the important client and therapist variables that affect psychotherapy outcomes  
*(Brescia Competencies: Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Social Awareness; Valuing)*
- Appraise the importance of the client-therapist relationship  
*(Brescia Competencies: Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Social Awareness; Self Awareness; Valuing)*
- Justify the importance of professional boundaries  
*(Brescia Competencies: Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Social Awareness; Self Awareness; Valuing)*
- Recognize the ethical standards that guide the practice of psychotherapists  
*(Brescia Competencies: Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Social Awareness; Self Awareness; Valuing)*
- Identify personal qualities that may support and/or hinder attempts at being therapeutic for others, and then to relate these qualities to themselves  
*(Brescia Competencies: Communication; Critical Thinking; Inquiry and Analysis; Social Awareness; Self Awareness; Valuing)*

*Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honour all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.*

### **EXPERIENTIAL PARTICIPATION:**

Students will be encouraged to take a leadership role by participating in frequent role-playing exercises, and will thereby increase their own confidence in sharing feedback and opinions with others.

These exercises form a key component to learning and understanding. Students having any concerns about this participation will have an opportunity to discuss these with the instructor at the beginning of the term.

### **COURSE INFORMATION:**

Classes:           Tuesday. 2:30 – 4:30, BR 203  
                          Thursday. 2:30 – 3:30, BR 203

Instructor:       Dick Shugar, MSc

Office:            BR 301D

Email:            [dick.shugar@rogers.com](mailto:dick.shugar@rogers.com) OR [rshugar@uwo.ca](mailto:rshugar@uwo.ca)

Phone:

Brescia 519-432-8353.

Home 519-657-4820

Office Thursday. 1:00 – 2:00 pm

Hours: or by appointment

Website: The course website, on OWL has pages with lecture powerpoints, a copy of the course outline, test and exam marks, and other information. Students are encouraged to visit the website at least weekly .

## COURSE MATERIALS:

### Textbook:

**Seligman, L. & Reichenberg, L.W.** (2014). Theories of Counselling and Psychotherapy: Systems, Strategies and Skills, 4<sup>th</sup> edition. New Jersey: Pearson

### Readings:

Discussion and role-playing exercises around particular topics will be scheduled throughout the term. For Discussions students will also be expected to study supplemental readings, which will be made available on the OWL/Sakai website.

## CLASS SCHEDULE

Thurs.	Sept. 7	Introduction and Overview - What is Counselling?	<b>Chapter 1</b>
Tues.	Sept. 12	Introduction and Overview - What is Counselling?	<b>1</b>
Thurs.	Sept.14	Contexts of Effective Treatment	<b>1</b>
Tues.	Sept. 19	Contexts of Effective Treatment	<b>1</b>
Thurs.	Sept. 21	Contexts of Effective Treatment	<b>1</b>
Tues.	Sept. 26	Treatment Systems Emphasizing Background	<b>2,3</b>
Thurs.	Sept. 28	Treatment Systems Emphasizing Background	<b>5,6</b>
Tues.	Oct. 3	<b>Test 1, Chapters 1-3 and 5-6</b>	
Thurs.	Oct. 5	Treatment Systems Emphasizing Emotions and Sensations	<b>7,8</b>
Tues.	Oct. 10	<b>Fall Reading Week – No classes</b>	
Thurs.	Oct. 12	<b>Fall Reading Week – No classes</b>	
Tues.	Oct. 17	Treatment Systems Emphasizing Emotions and Sensations	<b>9,10</b>
Thurs.	Oct. 19	<b>Discussion 1- Good therapists and Bad therapists: what does “helping” mean, and does the therapist “make you better”?</b>	<b>Goodtherapy.org (2 entries); Bohart</b>
Tues.	Oct. 24	Treatment Systems Emphasizing Emotions and Sensations	<b>11</b>

Thurs.	Oct. 26	Treatment Systems Emphasizing Thoughts	<b>12,13</b>
Tues.	Oct. 31	Treatment Systems Emphasizing Thoughts	<b>14</b>
Thurs.	Nov.2	Discussion 2 – We've Come a Long Way (Maybe) – Does Feminist Therapy have relevance today?	Goodtherapy.org; Brown; Satel; Mahaney
Tues.	Nov. 7	<b>Test 2, Chapters 7-14</b>	
Thurs.	Nov. 9	Discussion 3 - What is ethical behaviour: preserving confidences and breaking confidences.	Estabrook et al. Zur-1
Tues.	Nov. 14	Treatment Systems Emphasizing Actions	<b>15</b>
Thurs.	Nov. 16	Discussion 4 – Self Preservation 101 and Counsellor burnout.	Zur-2 Sanz
Tues.	Nov. 21	Treatment Systems Emphasizing Actions	<b>16</b>
Thurs.	Nov. 23	Treatment Systems Emphasizing Actions	<b>17</b>
Tues.	Nov. 28	Family Systems Approaches	<b>18</b>
Thurs.	Nov. 30	Integrated and Eclectic Treatment Systems	<b>19</b>
Tues.	Dec. 5	Solidifying Understanding of Treatment Systems	<b>20</b>
Thurs.	Dec. 7	Discussion 5 – Is Psychotherapy scientific? Evidence-based therapy, the Boulder model, and the art of helping.	West & Warchal; Albee; Marzillier Peterson & Park

Topics will be covered in the order given above. You should do the assigned reading before that topic is covered in class. In class, I will discuss those parts of the chapter that I feel are the most important, most difficult, or the most interesting. For chapters that are on the class schedule, a file will be posted on OWL/Sakai that will guide you as to which parts of each chapter you are responsible for. We will not cover the entire textbook during the course (unfortunately, we do not have enough time); you are not responsible for chapters that do not appear on the class schedule.

### EVALUATION:

There will be two two-hour tests and a final exam, based on the text, lectures and assigned readings. The tests and exam will consist of a combination of multiple-choice and short-essay options (to be explained in class), and are not cumulative.

**Test 1** is scheduled for October 3<sup>rd</sup> in class. Questions will be based on material from Chapters 1-3 and 5-6 and the corresponding classes. Test 1 contributes 20% of your course grade.

**Test 2** is scheduled for November 7<sup>th</sup> in class. Questions will be based on material from Chapters 7-14 and the corresponding classes. Test 2 contributes 20% of your course grade.

The **Final Exam** will be held during the Final Examination period (December 10-21) and will be scheduled by the Registrar's Office. The Final Exam will be based on Chapters 15-20 and the corresponding classes. The Final exam contributes 25% of your course grade.

### **DISCUSSIONS:**

Attendance at in-class Discussions is **mandatory**. There will be five formal Discussion sessions, usually held during a Thursday lecture period. Answers to set questions on an assigned article or reading are to be handed in at each Discussion. At times the questions will require some research beyond the specific assigned articles. Discussion marks will include a component for participation; as much as 75 % of an assignment mark can be deducted for lateness or non-attendance at Discussion.

### **WRITTEN ASSIGNMENT:**

**One written assignment** will be required. This report will be due in class on November 28, 2017. Further information will be given during classes, in September.

Note: the experiential exercises, in-class Discussions and other activities are designed to offer students a variety of learning experiences.

Evaluation Summary:	
Test 1 (Oct.3, 2017)	20%
Test 2 (Nov. 7, 2017)	20%
Discussions	20% (ie. 4% each)
Written Assignment	15%
Final Exam	25%
<i>Total 100%</i>	

Please note that grades **cannot** be adjusted on the basis of need. Your mark in the course will be the mark that you earn. Tests and exams cannot be re-written to obtain a higher mark and there are no extra credit assignments available.

For academic accommodation to be considered for any course component worth less than 10% of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision. The policies governing requests for academic accommodation for course components

worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.

*Note: In Psychology you are expected to follow the American Psychological Society (APA) guidelines for writing and for acknowledgment of sources, and to use APA referencing format. Further information on use of APA style will be given in class. There is also a copy of the APA style manual on reserve in the Brescia library.*

In keeping with university regulations, failure to attend a test or exam **will result in a mark of zero**, unless documentary evidence of extenuating circumstances is provided. Social events, travel plans, vacations, misreading the test schedule or sleeping in are not legitimate reasons for missing a test. Only under special circumstances will a student be allowed to write a make-up test. The instructor must be notified of any such case as soon as possible, and the student request a make-up. If the instructor allows a make-up test, the student will be expected to write the test within a week or two after the missed test.

Late submission of assignments will result in a penalty of 10% of assignment mark per day and late submissions will not be marked after the fifth day, unless evidence of extenuating circumstances has been provided. All submissions must be typed or clearly hand-written. Illegible handwritten submissions will not be accepted.

**N.B. There will be no re-taking of tests/examinations nor extra work available for the purpose of improving grades.** You must plan to study and prepare well in advance of examinations. The course involves a fair amount of reading on your own. It is best to read text sections before the corresponding lectures. You are advised to attend every lecture - especially as in this course attendance for discussions is mandatory. If you are unable to attend a discussion session, arrange to be excused in advance. Missing lectures is the responsibility of the student. Should you be absent you are advised to find out what material you missed and make arrangements to catch up on that material. It is pointless to come to any instructor at the end of the term to plead for a higher grade on grounds that you had problems (personal or academic). Deal with problems as soon as they arise - see someone, take action - no-one will think less of you for doing so; in fact it shows intelligence and sense of personal responsibility.

## **2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**

### **1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility

of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: <http://westerncalendar.uwo.ca/2017/pg117.html>

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html> ). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html> )

## 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

#### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

##### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

##### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

#### 5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).



Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices ([http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/finalgrades.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf)).

## 6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## 7. SUPPORT

### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental\_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.