



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Renison University College
Affiliated with the University of Waterloo
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2019

Course Code: P SYCH 334R

Course Title: Theories of Individual Counseling

Class Times/Location: Mondays, 11:30 am – 2:20 pm (REN 1918)

Instructor: Dr. Jim Perretta, Registered Clinical Psychologist

Office Hours: Mondays, 10:30 – 11:15 am (REN 1621)

Email: jim.perretta@uwaterloo.ca

Course Description: This course will provide an overview of the art and the science of various theories of individual counseling. We will discuss evidence-based practice in counseling; that is, artful application of scientific research through clinical reasoning in the context of client characteristics, culture, and preferences. A variety of theories will be presented, and compared and contrasted with each other. A synthesis will be made, which promotes integration of different theories of counseling.

Course Objectives and Learning Outcomes:

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

- a) describe various theories of individual counseling
- b) evaluate strengths and weaknesses of each theory
- c) evaluate ways of integrating different theories
- d) interpret the components of evidence-based practice in counseling
- e) apply your theoretical knowledge through real-world examples, group presentations, and class participation.

Required Text: *PSYCH 334R: University of Waterloo: Theories of Individual Counseling. (2019). Toronto: Wiley Publishers.*

Additional Required Readings: Available on Course Reserves website.

Course Requirements: PSYCH 101/121R

Assessment

<u>Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Quizzes	Jan. 21 & 28; Mar. 4, 11, & 18	15%
Midterm Exam	Feb. 11	25%
Final Exam	TBA	25%
Class Participation Journal	Apr. 1	10%
Group Presentation	TBA	25%
Total		100%

Quizzes

A quiz will take place *at the beginning of class* on Jan. 21 & 28; and Mar. 4, 11 & 18. Five multiple choice items will be selected from the assigned readings for the week of the quiz. Your best 4 (out of 5) quizzes will be included in your final grade.

Midterm Exam

The midterm on Feb. 11 will include multiple choice items and written responses, which will be drawn from the lectures and the assigned readings from the first half of the class.

Final Exam

The final exam will include multiple choice items and written responses, which will be drawn from the lectures and the assigned readings from the second half of the class, with the exception of one question which will be provided in our final lecture. In addition, a take-home point will be selected in-class from each group presentation, which may be on the final exam.

Class Participation Journal

PSYCH 334R places high emphasis on class attendance and participation, as learning is enhanced by active engagement, open discussion, and application of course material. You will submit a completed journal (hardcopy) at the beginning of class (1 - 1½ page single-spaced) - on Apr. 1. You will indicate your goals in taking this class and which lectures you were most engaged in. You will also describe specific examples of your contribution to the class

discussion (in the larger class, smaller group-work, and presentations by your peers). You will attach to your journal a copy of the Class Participation Rubric (see LEARN website) - you will rate yourself based on your attendance, class preparation, listening skills, level of engagement, and quality of contribution to class discussion.

Group Presentation

On the LEARN website for our course, sign-up to present on a topic of your choice (e.g. CBT for Social Anxiety Disorder; Interpersonal Therapy for Late-Life Depression; Motivational Interviewing for Diabetes Management). Selections will be made on a first-come, first-choice basis. You and two of your classmates will complete a 24-28 minute Power Point presentation on your selected topic (roughly 8-9 minutes per student). As a group, you will conduct a literature search and provide a review of some of the key theory, clinical-practice, research outcomes, and strengths and weaknesses for your topic. You will also use a brief role-play or case study in order to illustrate a real-world application of your topic. (If your group has four students, you will also include a review of "ethical issues"). Student evaluation will be based on your background knowledge, focus of presentation, effective use of audio-visual media and role-play/case study, oral presentation skills, and generation of class discussion. Each student will provide a 1½ - 2 pages summary (single-spaced) of the key points that you covered in your specific portion of the presentation, along with another page listing your own References. You will also attach a copy of the Group Participation Rubric (on the LEARN website) – you will rate yourself and your peers on a number of criteria (e.g. workload, organization, and showing up for meetings).

Course Outline

Week	Date	Readings
1	Jan. 7	<p>Course text: Introduction to Counseling Theory and Technique Chapter</p> <p>American Psychological Association. (2005). Policy statement on evidence-based practice in psychology, pages 1-6. Retrieved from: http://www.apa.org/practice/guidelines/evidence-based-statement.aspx</p> <p>Glass, C. R., & Arnkoff, D. B. (2000). Consumers' perspectives on helpful and hindering factors in mental health treatment. <i>Journal of Clinical Psychology, 56(11)</i>, 1467-1480.</p>

2	Jan. 14	Course text: Psychoanalytic Theory Chapter
3	Jan. 21	Course text: Person-Centered Theory Chapter
4	Jan. 28	Course text: Behavioral Theory Chapter
5	Feb. 4	Course text: Existential Theory Chapter
6	Feb. 11	Midterm
7	Feb. 25	Course text: Cognitive/Cognitive-Behavioral Theory Chapter
8	Mar. 4	Course text: Interpersonal Theory Chapter Blanco, C., Clougherty, K. F., Lipsitz, W. J., Mufson, L., & Weissman, M. (2006). Homework in Interpersonal Therapy (IPT): Rationale and Practice. <i>Journal of Psychotherapy Integration, 16(2)</i> , 201-218.
9	Mar. 11	Course text: Motivational Enhancement Chapter Wagner, C. C., & Ingersoll, K. S. (2008). Beyond cognition: Broadening the emotional base of motivational interviewing. <i>Journal of Psychotherapy Integration, 18(2)</i> , 191-206.
10	Mar. 18	Course text: Two Multicultural Theory Chapters LaRoche, M.J., & Maxie, A. (2003). Ten considerations in addressing cultural differences in psychotherapy. <i>Professional Psychology: Research and Practice, 34(2)</i> , 180-186.
11	Mar. 25	Course text: Combining Psychotherapy and Pharmacotherapy Chapter Gabbard, G. O. (2006). The rationale for combining medication and psychotherapy. <i>Psychiatric Annals, 36(5)</i> , 315-319.
12	Apr. 1	Norcross, J. C., Pfund, R. A., & Prochaska, J. O. (2013). Psychotherapy in 2022: A Delphi poll on its future. <i>Professional Psychology: Research and Practice, 44(5)</i> , 363-370. Shapiro, J.P. (2009). Integrating outcome research and clinical reasoning in psychotherapy planning. <i>Professional Psychology: Research and Practice, 40(1)</i> , 46-53. Weerasekera, P. (1993). Formulation: A multiperspective model. <i>Canadian Journal of Psychiatry, 38</i> , 351-358. <i>*Due In Class: Class Participation Journal*</i>

Late Work

All assignments are due at the beginning of class on their specified due dates. 5% will be deducted on these assignments for each day that they are late. Missed due dates are only acceptable in the case of medical problems (with a doctor's note).

Electronic Device Policy

Cell phones are to be turned off during class. Laptops may be used to take notes. Net-surfing and texting are not permitted in class.

Attendance Policy

10% of your final grade will be based on your attendance and class participation. Accommodation will be made for student illness or other unforeseen events. A doctor's note may be requested.

Final Examination Policy

For **Winter 2019**, the established examination period is **April 10-27, 2019**. The schedule will be available at the end of January. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: <https://uwaterloo.ca/registrar/final-examinations>)

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for](#)

[the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo's policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department's administrative assistant, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Academic Integrity Office (uWaterloo):
<http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)

- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.

Sona and Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 1%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 1% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.
- **UP TO 50% of your credits can be earned through ONLINE studies.** The remaining need to be earned through in-lab participation.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

** More information about the REG program in general is available at:

[REG Participants' Homepage](#) or you can check the [Sona FAQ](#) for additional information.

*** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.***

Option 2: Article Review as an alternative to participation in research

As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. *You must contact your prof to get approval for the article you have chosen before writing the review.* A review article counts as one percentage point. To receive credit, you must follow these guidelines:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find misleading headings,

faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.

- Clearly evaluate the application or treatment of those concepts in the article.