



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Renison University College
Affiliated with the University of Waterloo
240 Westmount Road N, Waterloo, ON
Canada N2L 3G4

Phone: 519-884-4404 | Fax: 519-884-5135 | uwaterloo.ca/Renison

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 2021

Course Code: PSYCH 334R

Course Title: Theories of Individual Counseling

Instructor: Dr. Jim Perretta, Registered Clinical Psychologist

Office Hours: Email for videochat appointment

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: Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies and Techniques, 3rd Ed. (2018). 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. 25, Feb. 1, 8, Mar. 1, 8, 17, 22, 29	8%
Midterm Exam	Feb. 22	20%
Final Exam	TBA	25%
Class Participation Journals	Feb. 25 Apr. 9	10% 10%
Group Presentation	TBA	25%
SONA (Research Participation)	TBA	2%
Total		100%

Quizzes

A 5-minute quiz will be available on LEARN on Jan. 25, Feb 1 & 8, and Mar. 1, 8, 17, 22 & 29. Five multiple choice questions will be selected from the assigned readings for the week of the quiz (e.g., the first quiz on Jan. 25th will be based on Ch. 5 - Person-Centered Therapy.)

Midterm Exam

A 90-minute midterm exam will be available over a 24-hr window on Feb. 22nd. This midterm will include essay questions based on the online modules and assigned readings from Weeks 1-5.

Final Exam

A 90-minute final exam will be provided at the end of the term (date and time to be determined). This exam which will include essay questions based on the online modules and assigned readings from Weeks 1 and 7-12.

Class Participation Journals

PSYCH 334R emphasizes class participation, as learning is enhanced by active engagement, open discussion, and application of course material. You are encouraged to complete all of the Discussions on LEARN and Self-Reflections on PebblePad each week. For the online Discussions, you are encouraged to respond to 4-5 of your peers over the course of each week. You will submit two journals - one on Feb. 25 and another on Apr. 9 (1 - 1½ pages single-spaced). In both journals, you will indicate your goals in taking this class and which modules you were particularly engaged in. You will rate

your contribution to the class Discussion Posts and the quality of your Self-Reflections (out of 10): 0-4 = minimal; 5 = passable, 6 = fair, 7 = good, 8 = very good, 9 = excellent, 10 = exceptional. Justify your rating with specific examples of your contribution to the class discussion (including the group presentations in the second half of the class). In your first journal, describe a plan of action to improve your participation in the second half of the class. In your second journal, comment on whether you were able to implement your plan of action and whether you achieved your goals from your first journal.

Group Presentation

On LEARN, sign-up to present on a topic of your choice by Jan. 16th (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 Power Point presentation (with detailed Speaker Notes provided for each slide) on your selected topic. Aim for a 25-30 minute presentation (roughly 20-25 slides). Group presentations will take place in the second half of the class. 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 transcript, role-play (attach a video) 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"). Include two Discussion Questions for the class. Student evaluation will be based on your background knowledge, focus of presentation, effective use of audio-visual media and role-play/case study, and generation of class discussion. Each student will submit on LEARN 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). You will submit your slides by email to the prof by 9am on the specified date for your topic.

SONA

The final pages of this syllabus contain information about SONA. Briefly, 2% of your final grade in PSYCH 334R will be based on your participation in psychology research online this term.

Course Outline

Week	Date	Readings
1	Jan. 11-15	Course text - Ch. 1: Psychotherapy and Counseling Essentials: An Introduction American Psychological Association. (2005). Policy statement on evidence-based practice in psychology (apa.org)
2	Jan. 18-22	Course text - Ch. 2: Psychoanalytic Theory
3	Jan. 25-29	Course text - Ch. 5: Person-Centered Theory • Quiz – Jan. 25
4	Feb 1-5	Course text - Ch. 7: Behavioral Theory • Quiz – Feb. 1
5	Feb. 8-12	Course text - Ch. 4: Existential Theory • Quiz – Feb. 8
6	Feb. 22 Feb. 25	Midterm Exam Class Participation Journal 1
7	Mar. 1-5	Course text - Ch. 8: Cognitive-Behavioral Theory • Quiz – Mar. 1
8	Mar. 8-12	Course Reserves - 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. • Quiz – Mar. 8
9	Mar. 17-19	Course Reserves - 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. • Quiz - Mar. 17
10	Mar. 22-26	Course Text - Ch. 13: Multicultural Orientation and Skills • Quiz - Mar. 22
11	Mar. 29- Apr. 1	Course Reserves - Combining Psychotherapy and Pharmacotherapy Chapter Gabbard, G. O. (2006). The rationale for combining medication and psychotherapy. <i>Psychiatric Annals, 36(5)</i> , 315-319. • Quiz - Mar. 29
12	Apr. 5-9 Apr. 9	Course Text - Ch. 14: Psychotherapy and Counselling Integration Class Participation Journal 2

Late Work

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

Attendance Policy

20% of your final grade will be based on 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 2021**, the established examination period is **April 17-26**. The schedule will be available early in the winter. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: [Final Examination Schedule](https://uwaterloo.ca/registrar/final-examinations) <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. [Check the [Office of Academic Integrity \(https://uwaterloo.ca/academic-integrity\)](https://uwaterloo.ca/academic-integrity) for more information.] 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 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). 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 the Waterloo Undergraduate Student Association (WUSA) 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: 519-749-4300 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

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

Sona Participation 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. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn up to 2% of their final mark in this course through research experience (i.e., course work will make up 98% of the final mark and research experience will make up the other 2% for a maximum grade of 100%). **Be sure to review the guidelines referred to later in this document.**

The two options for earning research experience grades; participation in research through online and remotely operated (replacing in-lab) studies, 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 remotely operated (replaces 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 remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.
- **FOR THE WINTER 2021 TERM ALL OF YOUR CREDITS** can be earned through ONLINE AND REMOTELY/ ONLINE OPERATED (replacing in-lab) studies.

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 remotely operated (replaces in-lab) studies has increment values of 0.75 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .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.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible, go to:

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

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

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

[Sona Information on the REG Participants website](#) or you can check the [Sona FAQ on the REG website homepage](#) for additional information.

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

Students are not required to participate in research, and not all students wish to do so. 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. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **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, for example, 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.
- Keep a copy of your review in the unlikely event we misplace the original.