



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 Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Restoring Steering Committee and Anti-Racism and Decolonization SpokesCouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

Fall 2023

Course Code: PSYCH 334R

Course Title: Theories of Individual Counseling

Class Times/Location: Mondays, 6 – 8:50 pm (REN 2106)

Instructor: Dr. Jim Perretta, Registered Clinical Psychologist

Email: jim.perretta@uwaterloo.ca

Student Drop-In Hours: Mondays after class or upon email request. I am happy to discuss course-related topics, graduate school options and job opportunities.

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: Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies & Techniques, 3rd Ed.*

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	Sept. 25; Oct. 2; Nov. 6, 13, 20	10%
Midterm Exam	Oct. 23	26%
Final Exam	TBA	26%
Class Participation Journal	Dec. 8	10%
Group Presentation	TBA	26%
SONA	TBA	2%
Total		100%

Quizzes

A 5-minute quiz will take place *at the beginning of class* on Sept. 25, Oct. 2, and Nov. 6, 13, and 20. 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 90-minute midterm on Oct. 23 will include multiple choice and written responses, which will be drawn from the lectures and assigned readings from the first half of the class.

Final Exam

The final exam will include multiple choice and written responses, which will be drawn from the lectures and assigned readings from the second half of the class, with the exception of one question which will be provided in our final lecture. 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 journal on LEARN - on Dec. 8 (1 - 1½ pages single-spaced). You will indicate your goals in taking this class and which lectures you were most engaged in. You will rate your contribution to the class discussion (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 (in the larger class, smaller group-work, and presentations by your peers).

Group Presentation

On our course website, 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). I am happy to schedule a meeting with you to discuss this project.

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.

Course Outline

Week	Date	Readings
1	Sept. 11	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	Sept. 18	Course text - Ch. 2: Psychoanalytic Theory
3	Sept. 25	Course text - Ch. 5: Person-Centered Theory
4	Oct. 2	Course text - Ch. 7: Behavioral Theory
5	Oct. 16	Course text - Ch. 4: Existential Theory
6	Oct. 23	Midterm Exam
7	Oct 30	Course text - Ch. 8: Cognitive-Behavioral Theory
8	Nov. 6	Course Reserves - Interpersonal Theory Book 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	Nov. 13	Course Reserves - Motivational Enhancement Book 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	Nov. 20	Course Text - Ch. 13: Multicultural Orientation and Skills
11	Nov. 27	Course Reserves - Combining Psychotherapy and Pharmacotherapy Book Chapter

		Gabbard, G. O. (2006). The rationale for combining medication and psychotherapy. <i>Psychiatric Annals</i> , 36(5), 315-319.
12	Dec. 4 Dec. 8	Course Text - Ch. 14: Psychotherapy and Counselling Integration <i>Class Participation Journal</i>

Late or Incomplete Work

Students should make every effort to submit their assignments on time. If a student anticipates a conflict with an assignment deadline or has concerns about completing the assignment, please contact the instructor as soon as possible once the realization is made.

Coursework Submission Policy

Dropboxes will be set up on LEARN to submit various assignments. It is the responsibility of the student to notify the instructor, in the first week of term or at the time assignment details are provided if they wish to submit an alternate assignment.

Policy on Plagiarism

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes” ...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

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. See Waterloo’s policy on [Fair Dealing](#). Violation of Canada’s Copyright Act is a punishable academic offence under [Policy 71 – Student Discipline](#).

Electronic Device Policy

Students who choose to use electronic devices to support their learning may do so provided that others are not disturbed or prohibited from their own learning. Electronic devices should be used for the purposes of supplementing the learning experience and focus on topics being discussed in class. Phones should be kept on silent during the 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. You may miss up to two lectures without penalty.

Communication Policy

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

Final Examination Policy

For **Fall 2023**, the established examination period is **December 8 - 21**. The schedule will be available early October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the [Final Examination Schedule](#).

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 [Accommodation due to illness](#).

Accommodation Due to Religious Observances

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within two weeks of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation. [See Request for accommodation on religious grounds](#).

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities

Academic Integrity: 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](#) and the [Arts Academic Integrity](#) websites for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

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](#) website 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 or academic advisor. 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 the [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, 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 is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Academic Integrity Office (UWaterloo): The website can be found at uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and 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 AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

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 / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: 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
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [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. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

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.

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.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.

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 remotely operated and In Lab studies, as well as article review; are described below. Students may complete any combination of these options to earn research experience grades. Credits will be permitted to be earned with half from online, and the other half (1.0) from In-lab or Remote Access studies.

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, 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.

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 (counts as the same as in-lab) studies has increment values of 0.5 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.