

# SOCPsy 3M03: COUNSELLING & PSYCHOTHERAPY

## Winter Term 2024

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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 & trauma-focused approaches, and culturally sensitive counselling approaches. The order that weekly topics are presented may change, but topics outlined above will be covered.

## **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 (6<sup>th</sup> ed.)*. Open University Press.

## **Class Format**

Online; Weekly; Asynchronous

## **Course Evaluation – Overview**

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

## **Course Evaluation – Details**

### **Assignment #1: Two (2) Critiques: 10% each = 20% total), due ten days after each video is posted**

Each week (except for the week of group presentations and the last week of classes) students will watch a video of a therapist demonstrating a particular psychotherapy approach. Students will choose **two** of these videos to analyze. At least one video must be critiqued prior to Break Week. Each critique will be due ten days after the video is posted. Students will write a three-page double-spaced critique/opinion piece describing the method of therapy, what resonated for them, and what they think was therapeutic about each method. Students will use 3 references, including text, to support their opinion and observations.

### **Assignment #2: Group Presentation (30%), due February 12**

Students will be divided up into groups, and each group will prepare an online presentation on a different therapeutic method. 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.

**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 method. Each student 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 references. Paper must be in APA format. Any ideas that are not your own must be referenced.

Students are not permitted to use generative AI in this course. In alignment with McMaster academic integrity policy, it “shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source”. This includes work created by generative AI tools. Also state in the policy is the following, “Contract Cheating is the act of “outsourcing of student work to third parties” (Lancaster & Clarke, 2016, p. 639) with or without payment.” Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

**Participation Mark (10%)** Students can submit comments to weekly online discussion board, reply to comments posted by their peers, and participate in interactive activities that are part of the group presentations. Participation will not be marked until the end of the course.

## **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 8)**

#### **Introduction/Course overview**

Readings: Chapters 1 & 2 in text

Weekly Notes: View posted presentation, read assigned readings, submit comments to discussion board, choose topic for research paper and group presentation.

### **Week 2 (January 15) Introduction to Counselling & Psychotherapy/ Standards of Practice/Ethics**

Readings: Chapters 4 & 29 in text

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

### **Week 3 (January 22) Cognitive-Behavioural Therapy (CBT)**

**\*Deadline to choose group & obtain approval for presentation topics\***

Readings: Chapter 8 in text

Weekly Notes: View posted presentation, watch CBT practice 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 29) Dialectical Behaviour Therapy (DBT)**

Readings: TBA

Weekly Notes: View posted presentation, watch DBT practice video, write analysis (if you choose to), read assigned readings, submit comments to discussion board, work on research paper.

**Week 5 (February 5) Culturally Responsive, Socially Just (CRSJ) approach/  
Case conceptualization**

**\*Group presentations due next week\***

Readings: Chapter 3

Weekly Notes: View posted presentation, read assigned readings, submit comments to discussion board, work on group presentation, work on research paper.

**Week 6 (February 12) \*Group Presentations this week\***

Readings: None

Weekly Notes: View group presentation videos, respond to group questions, submit comments to discussion board, work on research paper.

**(\*\*\*February 19<sup>th</sup> is BREAK WEEK\*\*\*)**

**Week 7 (February 26) Attachment & Emotion-Focused Therapy (EFT)**

**\*Reminder: Research papers due April 12th\***

Readings: TBA

Weekly Notes: View posted presentation, watch EFT practice video, write analysis (if you choose to), read assigned readings, submit comments to discussion board, work on research paper.

**Week 8 (March 4) Brief Therapies/Solution-Focused Therapy (SFT)**

Readings: TBA

Weekly Notes: View posted presentation, watch SFT practice video, write analysis (if you choose to), read assigned readings, submit comments to discussion board, work on research paper.

**Week 9 (March 11) Systems Theory/Couple & Family Therapy**

Readings: Chapter 31 in text

Weekly Notes: View posted presentation, watch therapy practice video, write analysis (if you choose to), read assigned readings, submit comments to discussion board, work on research paper.

**Week 10 (March 18) Interpersonal Psychotherapy (IPT)**

Readings: Chapter 9 in text

Weekly Notes: View posted presentation, watch IPT practice video, write analysis (if you choose to), read assigned readings, submit comments to discussion board, work on research paper.

### **Week 11 (March 25) Motivational Interviewing (MI)**

Readings: TBA

Weekly Notes: View posted presentation, watch MI practice video, write analysis (if you choose to), read assigned readings, submit comments to discussion board, work on research paper.

### **Week 12 (April 1) Narrative Therapy**

Readings: Chapter 14 in text

Weekly Notes: View posted presentation, watch Narrative Therapy practice video, write analysis (if you choose to), read assigned readings, submit comments to discussion board, work on research paper.

### **Week 13 (April 8) Integration & Review**

**\*Research papers due on April 12<sup>th</sup>\***

Weekly Notes: No readings. Last week of class. Submit research paper to A2L (emailed papers will not be accepted), view posted presentation (no therapy practice video this week), submit comments to discussion board, view group presentations.

## **Course Policies**

### **Submission of Assignments**

All assignments must be submitted online through A2L. Please note that this course will use Turnitin.

### **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.

### **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.

## **University Policies**

### **ACADEMIC INTEGRITY**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

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 behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### **AUTHENTICITY / PLAGIARISM DETECTION**

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. Avenue to Learn, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **COURSES WITH AN ON-LINE ELEMENT**



Some courses may use online elements (e.g. e-mail, Avenue to Learn, LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

### **ONLINE PROCTORING**

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

### **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](mailto: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**

In the event of an absence for medical or other reasons, students should review and follow the Policy on Requests for Relief for Missed Academic Term Work.3

### **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, Avenue to Learn and/or McMaster email.

### **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 his or her discretion.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-89	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