**Douglas College**

| A. | Division: | Academic | | Effective Date: | | January 2012 | |
|---|---|---|---|---|---|---|---|

| B. | Department / Program Area: | Faculty of Humanities & Social Sciences/ Psychology | Revision | | New Course | | X |
|---|---|---|---|---|---|---|---|

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

| C: | PSYC 3375 | D: | Theories of Counselling & Psychotherapy | E: | 3 |
|---|---|---|---|---|---|
| | Subject & Course No. | | Descriptive Title | | Semester Credits |

**F:** Calendar Description:

This course surveys the major theories and techniques of contemporary counselling and psychotherapy, and explores topics such as evidence-based practice, culture and diversity, and common factors important to successful therapy. This course will help prepare students who are considering advanced study in counselling and psychotherapy.

**G:** Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture

Number of Contact Hours: (per week / semester for each descriptor)

Lecture         4hrs. per week/semester

Number of Weeks per Semester:

15

**H:** Course Prerequisites:

PSYC 1100, PSYC 1200, PSYC 2341

**I:** Course Corequisites:

NONE

**J:** Course for which this Course is a Prerequisite

NONE

**K:** Maximum Class Size:

35

**L:** PLEASE INDICATE**:**

| | Non-Credit |
|---|---|
| | College Credit Non-Transfer |
| X | College Credit Transfer: |

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

| | |
|---|---|
| **M:** | Course Objectives / Learning Outcomes:<br><br>At the conclusion of the course the successful student will be able to:<br>1. Demonstrate knowledge of contemporary counselling and psychotherapy theories<br>2. Demonstrate knowledge of contemporary counselling and psychotherapy interventions<br>3. Demonstrate knowledge of the effectiveness of contemporary counselling and psychotherapy interventions<br>4. Demonstrate knowledge of common factors and skills that are core to all counselling and psychotherapy interventions<br>5. Demonstrate knowledge of evidence-based practice and empirically supported therapies<br>6. Demonstrate knowledge of cultural and diversity issues in counselling and psychotherapy<br>7. Demonstrate knowledge of ethical issues in counselling and psychotherapy |
| **N:** | Course Content:<br><br>1. Science, Diversity, and Ethics in Counselling and Psychotherapy<br>2. The Effectiveness of Contemporary Counselling and Psychotherapy<br>3. Evidence-Based Practice<br>4. Common Factors in Counselling and Psychotherapy<br>5. Contextual and Collaborative Assessment<br>6. Psychodynamic Theory and Techniques<br>7. Interpersonal Theory and Techniques<br>8. Humanistic Theory and Techniques<br>9. Cognitive Behavioural Theory and Techniques<br>10. Narrative Therapy and Social Constructivism<br>11. Family Theory and Techniques |
| **O:** | Methods of Instruction:<br><br>The primary method of instruction will be lecture. The course may also involve group activities, presentations, audiovisual media, and guest lectures. |
| **P:** | Textbooks and Materials to be Purchased by Students:<br><br>Texts will be updated periodically. Examples of an appropriate texts are:<br><br>Sue, D., & Sue, D.M. (2008). *Foundations of counselling and psychotherapy: Evidence-based practices for a diverse society.* Hoboken, NJ: John Wiley & Sons Canada, Ltd.<br>OR<br>Capuzzi, D. & Gross, D. (2010). *Counselling and psychotherapy: Theories and interventions* (5th ed.). American Counselling Association. |
| **Q:** | Means of Assessment:<br><br>Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on course objectives and include some of the following:<br>1. multiple choice, short answer, or essay exams<br>2. term paper, research project, or written assignments<br>3. oral presentation or teaching demonstration<br><br>The instructor will provide a written course outline with evaluation criteria at the beginning of semester.<br>An example of a possible evaluation scheme is as follows:<br><br>Research paper                      20%<br>Three exams at 20 % each     60%<br>Presentation                        20%<br>Total                            100% |

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s) Karyn Audet, PhD
       Steven Welch, PhD

Education Council / Curriculum Committee  Representative

Dean:  Catherine Carlson, Ph.D.

Registrar