



School of Social Sciences and Humanities

INTD 350

Special Topics: Counselling Psychology

Winter 2026

3 Credits

Course Outline

INSTRUCTOR	Lisa Alton,	OFFICE HOURS	By appointment
OFFICE		CLASSROOM	
E-MAIL	Lisa.alton@yukonu.ca ; lisalton@gmail.com	CLASS TIME	9:00 to 11:50 am
TELEPHONE	867-689-0267	CRN	20329
SSH office: Ayamdigut Campus A2501, liberalarts@yukonu.ca, 867-668-8770			

COURSE DESCRIPTION

This course focuses on a relatively broad topic in a science, social science, or humanities discipline or interdisciplinary area. Topics will vary from section to section. The course content, and assessments are gauged for third-year students who have chosen a particular focus of study and/or specialization within a discipline or in a thematic area. Students may achieve mastery of course content through such activities as lectures, directed readings, seminar discussions, lab or field activities, student presentations, guided research, term-paper preparation, etc., as appropriate to meet learning outcomes. See Yukon University's Liberal Arts website for more details.

SECTION DESCRIPTION – Counselling Psychology (Pilot)

Clinical Counselling is a practice that draws on Western psychological methods to treat individual symptoms of mental unwellness. This course looks at the history of the clinical counselling field, theoretical foundations for counselling methods, ethical and legal issues in counselling and contexts for practice. An intentional focus is on the Northern context, and various Indigenous counsellors will offer lectures on areas of their practice. Indigenous counselling is a holistic practice that aims to balance the physical, mental, emotional, and spiritual aspects of a person. It is based on the belief that these aspects are interconnected and can be impacted by the individual, their family, community, and environment.

COURSE REQUIREMENTS

Course prerequisite(s): Completion of 200-level preparatory coursework is generally expected. Alternative prerequisites may be established or permitted depending on the course content and field or discipline. Consult the professor or the Chair.

Section prerequisite(s) – Counselling Psychology (Pilot): PSYC 100 or PSYC 101. PSYC 204 (Abnormal Psychology) strongly recommended, or permission from Instructor.

EQUIVALENCY OR TRANSFERABILITY

This course is designed to meet the requirements of a senior level psychology course. However, equivalency or transferability is yet to be determined.

Find out more about course transfer at <https://www.bctransferguide.ca/> It is the receiving institution that determines suitability and acceptability of any course for transfer. Find further information at <https://www.yukonu.ca/admissions/transfer-credit>

COURSE GOALS

The goals of INTD 350 are to:

- Offer opportunities for enhanced student access to learning in fields, disciplines and areas that are beyond the scope of regular resources and offerings;
- Provide an opportunity for faculty to pilot courses under development;
- Permit students and faculty to benefit from the expertise of visiting scholars or experts, and enhance the knowledge base of social sciences and humanities offerings; and
- Provide an environment in which students can develop an understanding of specialized material and can exercise their academic faculties in new and challenging ways.

COURSE LEARNING OUTCOMES

As a third-year course, upon successful completion of the course, students will be able to:

- Apply ideas, concepts, principles, and theories to new research questions;
- Analyze and separate into their component parts ideas, concepts, principles, and theories to gain a global perspective;
- Synthesize disciplinary / academic concepts, principles, and theories into a unified whole that demonstrates original or creative thinking;
- Communicate information, arguments, and analysis accurately and reliably, orally and in writing;
- Adhere to ethical academic and professional practice; and
- Meaningfully express social and cultural complexities in and/or among different groups, including Indigenous peoples.

SECTION LEARNING OUTCOMES – Counselling Psychology (Pilot)

With conscientious effort, upon successful completion of the course, students will be able to:

- Compare and contrast clinical counselling theories and methodologies to case studies
- Apply ethical principles/issues in counselling to case-study discussion; situational analysis in class
- Notice the bio-psycho-social-spiritual approach to mental wellness
- Respect Indigenous ways of thinking about wellness and notice impacts in self from said learning
- Acknowledge clinical counselling in the historical and political context as a field
- Reflect on the underlying assumptions behind different clinical approaches and situate oneself in amongst the theoretical approaches

SECTION FORMAT

Delivery format

This course is delivered as a three-hour class, in person once a week. Students are expected to attend and engage with the instructor and other students.

Workload

The course requires the equivalent of three hours of in-person engagement with the professor weekly. In addition to class time, you will also need to allocate 3–4 hours each week for the completion of learning activities and the assignment. This does not include additional reading that should be planned according to your own convenience. It is important to note that the time required for successful course completion will vary for each student.

EVALUATION

Engagement and Participation

Students must participate fully in the course to be successful; this will include regular attendance, engaged and respectful participation and thoughtful completion of assignments.

Assignments

TBD

Case Study

TBD

Presentation

TBD

LATE ASSIGNMENT POLICY

Once the assignment closes (date specified on Moodle), you will be docked 5% each day the assignment is late, and after 5 days it will not be marked.

Assignments (Self-evaluated)	35 %
Case Study (analysis, in-class discussion)	30 %
Poster Presentation/Celebration	35 %
Total	100%

TEXTBOOKS & LEARNING MATERIALS

Murdock, N. L. (2024). *Theories of counseling and psychotherapy: A case approach* (5th ed.). Pearson.

Articles and videos will be available each week on Moodle, so students must have a computer and access to Wi-Fi.

COURSE WITHDRAWAL INFORMATION

Students may officially withdraw from a course or program without academic penalty up until two-thirds of the course contact hours have been completed. Specific withdrawal dates vary, and students should become familiar with the withdrawal dates of their program. See withdrawal information at www.yukonu.ca/admissions/money-matters

Refer to the YukonU website for important dates: www.yukonu.ca/admissions/important-dates

Refunds may be available. See the Refund policy and procedures at www.yukonu.ca/admissions/money-matters

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures (updated bi-annually) for further details about academic standing, and student rights and responsibilities: www.yukonu.ca/policies/academic-regulations

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact Accessibility Services for resources or to arrange academic accommodations: access@yukonu.ca. [Text updated by CPRC 16 November 2022]

SECTION TOPIC OUTLINE

Date/Week	Topic
Week 1 (Jan 6)	Historical context of the Clinical Counselling Practice, Theory and Ethics
Week 2 (Jan 13)	Culture as Healing, with guest lecturer Joe Migwans
Week 3 (Jan 20)	Land-Based Healing, with guest lecturer Doronn Fox
Week 4 (Jan 27)	Psychoanalysis, Existential Therapy, Adlerian and Rogerian
Week 5 (Feb 3)	Gestalt, Behavioural, Cognitive Behavioural and Emotionally Focused Therapy
Week 6 (Feb 10)	Feminist Therapy, Family Systems Therapy
Week 7 (Feb 17)	Indigenous Approaches, with guest lecturer Juniper Redvers
Week 8 (Feb 24)	Solution-Focused, Mindful Approaches, Expressive Arts
Week 9 (March 3)	Body-Based Approaches, Internal Family Systems
(March 6-16)	Reading Week
Week 10 (March 17)	Collective Trauma, Psychedelics
Week 11 (March 24)	Poster Presentation
Week 12 (March 31)	Towards Braiding Western and Indigenous Approaches, with guest lecturer TBA

ON SCHOLARLY ACTIVITY: A NOTE FROM LIBERAL ARTS

The work in this course should consider the description, statements and examples contained in the report of the Scholarly Activity Engagement Team, *Scholarly Activity at Yukon University: Description, Exemplars and Project Narrative* (April 2019). Course-related research and scholarship may be carried out “on the land, the water and in the sky, lab, field and all learning spaces.” Yukon University has endorsed the following principles of scholarly activity:

- We honour many ways of knowing.
- Scholarly work may be created and validated by those who hold many kinds of knowledge, including Indigenous, natural sciences, social sciences and the humanities.
- Scholarly activity calls on critical reflection and ethical consideration at every stage.
- Scholarship builds connections within the university and beyond.

- We differentiate between professional development (inward facing) and scholarly activity (outward facing).
- We recognize that research and scholarship exist within political systems, yet we endeavour to maintain independence and integrity.

Learning Contracts

In some cases, it may be advantageous for a directed-studies / independent-project student and the professor to develop and sign a learning contract. Such a contract could establish timelines, research products, deliverables, grading rubrics, etc., to ensure timely completion of course work. The option of having a learning contract should be discussed before any course work begins.