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University of Toronto Scarborough College
Department of Psychology

Psychotherapy (PSYC36H3F)

Tuesdays 11:00-13:00, SW143

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Office Location: to be determined

Overview of Psychotherapy

Psychotherapy is an applied psychology that is concerned with human change and the change process. All psychotherapies are methods of learning and endeavour to “change people” through a focus on a combination of: thinking/cognition, feelings/affect, actions/behaviours.

James Bugental (1978) the eminent existential-humanistic psychotherapist described psychotherapy as a “journey”. He equated it to early European immigrants who left their homes in search of better lives in North America. They were not sure what they would discover in the “New World” but found their old way of life intolerable, and hoping for a better life, set out on a life-altering journey. They were quite aware that once they started out on such an arduous journey there was no going back.

As is with psychotherapy this journey had a general plan, qualities and expectations of and for the participants, maps to guide, vessels that brought them, roles that people participated in and a final destination that was sought.

Corsini (2008) points out that “[p]sychotherapy cannot be defined with any precision” (p.1). In order to facilitate the student in developing an understanding of psychotherapy, this course will focus on an examination of the major approaches to psychotherapy. The philosophy and methodology of each system will be critically investigated along with research in the field.

It is hoped that the student will discover through critical analysis of the material presented, and his or her own self discovery, an approach that fits with his or her philosophical assumptions and personality in order that the student may begin the long journey towards becoming a Master therapist.

“Truly successful therapists adopt or develop a theory and methodology congruent with their own personality” (Corsini, 2008, p.13).

References:

Bugental, J. F. (1978). *Psychotherapy and process: The fundamentals of an existential-humanistic approach*. New York, NY: Random House.

Corsini, R. J. (2008). Introduction. In R. J. Corsini & D. Wedding (Eds.), *Current psychotherapies* (8th ed., pp. 1-14). Belmont, CA: Brooks/Cole, Thomson Learning.

Learning Objectives:

- Identify and classify the major approaches to psychotherapy presented throughout the course.
- Describe and explain the key concepts, basic assumptions and limitations of each presented mode of psychotherapy.
- Apply various psychotherapy models to theoretical case studies.
- Compare and contrast presented methods of psychotherapy.
- Assess how each system of psychotherapy presented, “fits” one’s life experiences, personal philosophy and personality.
- Define and articulate a well-reasoned approach to psychotherapy that has personal relevance.

Textbook:

Current Psychotherapies (Ninth Edition)

Corsini, R. J., & Wedding, D. (Eds.). (2010). *Current Psychotherapies*. Belmont, CA: Brooks/Cole, Thompson Learning.

*The required text is available from the UTSC bookstore.

Important Notes:

Course announcements, communications, lecture notes and other required readings will be available on the course Blackboard Site. Every effort will be made to post the Lecture Slides on the Blackboard site prior to each lecture. However, on occasion, Lecture Slides will be posted following the lecture should there be any problems.

Also, please note that if for any reason (e.g., snow-storm cancellation, unexpected illness) a lecture is cancelled because of an unforeseen circumstance, students are still responsible for the material that was to be presented in the lecture.

Check Blackboard regularly for important, time-sensitive announcements.

Email

Outside of office hours, email is the best way to reach me. I check my email daily. Expect to receive a reply to your email within 24 hours. Please note that I do not reply to emails on weekends.

Information Regarding AccessAbility Services at UTSC

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In Papers And Assignments: Using someone else's ideas or words without appropriate acknowledgement. Submitting your own work in more than one course without the permission of the instructor. Making up sources or facts. Obtaining or providing unauthorized assistance on any assignment.

On Tests And Exams: Using or possessing unauthorized aids. Looking at someone else's answers during an exam or test. Misrepresenting your identity.

In Academic Work: Falsifying institutional documents or grades. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/resourcesforstudents.html>).

Grading Scheme:

(1) First test worth 20% of your final grade

- *Your 1st examination will consist of multiple-choice and short essay questions.*

(2) Second Test worth 20% of your final grade

- *Your 2nd examination will consist of multiple-choice and short essay questions.*

(3) Third Test worth 20% of your final grade

- *Your 3rd examination will consist of multiple-choice and short essay questions.*

Your Final Examination is worth 40% of your final grade

- *Your final examination will consist of multiple choice and short essay questions*

The final exam in this course will be comprehensive in nature, covering material throughout the course. Anyone absent from the Final exam must petition the Registrar's Office to take a make up exam in the university's make up exam period.

Lecture Dates & Readings:

Week 1:
Sept. 14, 2010

Welcome, Course Description, Q & A and Introduction to the Subject.

Readings:
Chapter 1: Introduction

Bordin, E.S. (1979). The generalizability of the psychoanalytic concept of the working alliance. *Psychotherapy, 16*, 252-260.

Gelso, C. J., & Carter, J. A. (1994). Components of the psychotherapy relationship: Their interaction and unfolding during treatment. *Journal of Counseling Psychology, 41*(3), 296-306.

Week 2:
Sept. 21, 2010

Psychoanalysis

Readings:
Chapter 2: Psychoanalysis

Week 3:
Sept. 28, 2010

Adlerian Psychotherapy

Readings:
Chapter 3: Adlerian Psychotherapy

Week 4:
Oct. 05, 2010

First Test worth 20 % of your final grade
(The exam will cover Weeks 1, 2, 3)

Analytical Psychotherapy

Readings:
Chapter 4: Analytical Psychotherapy

Week 5:
Oct. 12, 2010

Rational Emotive Behaviour Therapy

Readings:
Chapter 6: Rational Emotive Therapy

Week 6:
Oct. 19, 2010

Behavioural Therapy

Readings:
Chapter 7: Behavioural Therapy

Week 7:
Oct. 26, 2010

Second Test worth 20% of your final grade
(The exam will cover Weeks 4, 5,6)

Cognitive therapy

Readings:
Chapter 8: Cognitive Therapy

Week 8: Client Centered Therapy
Nov.02, 2010
Readings:
Chapter 5: Client Centered therapy

Week 9: Gestalt therapy
Nov. 9, 2010
Readings:
Chapter 10: Gestalt Therapy

Week 10: **Third Test worth 20% of your final grade**
Nov. 16, 2010
(The exam will cover Weeks 7, 8, 9)

Existential Therapy
Readings:
Chapter 9: Existential Therapy

Week 11: Integrative Therapies
Nov. 23, 2010
Readings:
Chapter 14: Integrative Therapies

Week 12: Multicultural Theories of Therapies
Nov. 30, 2010
Readings:
Chapter 15: Multicultural Theories of Therapies

December 9 - 21: Final Examination Period

Your Final Examination is worth 40% of your final grade and will consist of multiple choice and short essay questions. You will be tested on all the material.

As soon as they are finalized, examination schedules are posted on the web at:
<http://www.utsc.utoronto.ca/registrar>

Important Dates:

Monday, September 6	Labour Day - University closed.
Monday, September 13	Classes begin in F & Y courses.
Sunday, September 19	Last day for students writing deferred examinations in December to adjust their current course load, if necessary.
Sunday, September 26	Last day to add F & Y courses.
Monday, October 11	Thanksgiving Day - University closed.
Sunday, November 21	Last day to drop F courses without academic penalty and have them removed from the transcript.
Monday, November 29	Last day for submission of term assignments in F courses
Monday, December 6	Last day of classes in F courses.
Tuesday, December 7- Tuesday, December 21	2010 Summer deferred examinations.
Thursday, December 9- Tuesday December 21	Final examinations in F courses.
Wednesday, December 22- Sunday, January 2	December break - University closed.