

PRINCIPLES OF PSYCHOTHERAPY AND BEHAVIOUR CHANGE (PSYD33 H3)

COURSE SYLLABUS – SUMMER 2014

Instructor: Zindel Segal, Ph.D., C.Psych

Class Time and Location: Wednesdays from 2:00PM-4:00PM in Social Sciences Building (MW), Room 140

Office Hours and Location: Wednesdays from 12:30 to 1:30 in Science Research Building Room SY141.

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Office Phone: (416) 208-2231

Required Textbook: Prochaska J. & Norcross, J (2013). Systems of Psychotherapy: A transtheoretical analysis. (8th edition). Cengage Learning: Stamford, CT. .

Please note: Course announcements will generally be made through Blackboard. Please monitor the course website regularly for important announcements.

This course will familiarize students with the dominant models of behaviour change that comprise current psychotherapies. Each approach will be examined in light of historical factors that fostered its development, the particular model of psychopathology presumed to underlie symptom formation, the techniques that define its approach to symptom resolution, as well as mechanisms of therapeutic change. This work will be discussed within the framework of psychotherapy outcome and process research, as it informs an evidence-based perspective on psychological treatment. The combination of didactic and presentation based learning will, at a more general level, provide the opportunity for students to develop skills for effectively delivering written and oral presentations on important issues in the psychotherapies.

Course Evaluation:

Attendance and participation: 15%

Group Presentation: 35%

Final paper outline: 10%

Final paper: 40%

Weekly Topics, Readings and Important Dates

WEEK	DATE	TOPIC
1	May 7	Course Overview and Introduction
2	May 14	Psychotherapy: Definition, Current Status and Issues <i>Reading: Chapter 1 – Defining and Comparing the Psychotherapies</i>
3	May 21	Evaluating Outcomes for Psychological Treatments and Choice of Group Presentation Topic and Time Slot (<i>please be sure to have a second and even third choice with respect to a topic</i>) <i>Readings: Chambless, D. L., & Ollendick, T. H. (2001). Empirically supported psychological interventions: Controversies and evidence. Annual Review of Psychology, 52, 685-716.</i> <i>Kazdin, A.E & Blase, S.L. (2011). Rebooting psychotherapy research and practice to reduce the burden of mental illness. Perspectives on Psychological Science, 6: 21-37.</i>
4	May 28	Gender and Cultural Influences on Psychotherapeutic Treatment <i>Reading: Chapters 13 and 14</i>
5	June 4	Specific and Non Specific Change Mechanisms in Psychological Treatment <i>Readings: Chapter 16</i>
6	June 11	Group Presentations: Psychoanalytic and Psychodynamic Therapies <i>Readings: Chapter 2 and 3</i>
	June 18	Reading Week (no class)
7	June 25	Group Presentations: Person Centered and Experiential Therapies <i>Readings: Chapters 5 and 6</i> Due: Outline of Final Paper (submit electronically via TurnItIn.com @ 11:59PM EST and Hard Copy by 4pm June 26th).
8	July 2	Group Presentations: Exposure and Behaviour Therapies <i>Readings: Chapters 8 and 9</i>
9	July 9	Group Presentations: Cognitive Therapies <i>Reading: Chapter 10</i>
10	July 16	Group Presentations: Family and Systems Therapies <i>Reading: Chapter 12</i>
11	July 23	Group Presentations: Third Wave Therapies <i>Reading: Chapter 11</i>
12	July 30	Psychotherapy in the 21 st Century: Future Directions and Challenges Due: Final Paper (submit electronically via TurnItIn.com @ 11:59PM EST and Hard Copy by 4pm July 31st.)

Description of Course Evaluations

Class Participation (15%) will be assessed by weekly attendance (5%) and participation (10%) in classroom discussions.

Group Presentation (35%): Students will be asked to present in groups of four on **one specific model of psychotherapy**. These presentations will be 60 **minutes** in length, with each student presenting for appx. 15 **minutes** and then **responding to questions from the group**. Students are asked to prepare PowerPoint slides for their presentation. Each student will be responsible for addressing one of 4 core questions regarding the particular model of psychotherapy;

- 1) What are the origins of this treatment model, how was it developed, invented or discovered?
- 2) What is the model of psychopathology that it works within, how does it account of symptoms and clinical disorders?
- 3) What are the therapeutic techniques employed by this model to reduce symptoms and seek a cure?
- 4) What does the research literature say about the empirical support for using this model to treat emotional disorders, do some disorders respond better than others, if no strong evidence exists, can its use be justified?

Each presentations will be followed by a class discussion based upon the themes and findings highlighted in the student presentations. Additional details regarding the requirements and evaluation of the presentation will be provided in class. **Presentation topics and dates will be assigned during class time on May 14th.** Students absent on that date will be informed of their presentation topic and date via email.

Outline of Final Paper (10%) *Due Date: June 25th, 2014 @ 11:59PM EST, (electronic copy) and a hard copy of the Outline should be delivered by 4:00pm June 26th (date-stamped) to the Psychology Departmental Offices – Rooms SW420B or SW427B.*

Your outline should be no more than two pages and will be used by *you* to clearly guide the writing of your final research paper. Note: This is an *individual* assignment and should not be completed with any collaboration from others, including members from your group presentation.)

Final Paper (40%) *Due Date: July 30,, 2014 @ 11:59PM EST (electronic copy) and a hard copy of the Final Paper should be delivered by 4:00pm July 31st (date-stamped) to the Psychology Departmental Offices – Rooms SW420B or SW427B.*

The final paper consists of a written report prepared by you (*individually – this is not a group assignment*). Requirements for the paper include no less than 7 and no more than 20 pages (double-spaced, Times New Roman font, 12-point size, not including title page, abstract, or references) and the entire paper (including but not limited to title page, abstract,

headings/subheadings, references, tables and figures) must conform to American Psychological Association style as described in the Sixth Edition of the Publication Manual of the American Psychological Association.

Plagiarism

Please review this website which describes tips on how not to plagiarize:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. You will submit your final written report to the turnitin.com site. Turnitin.com is a tool that assists in detecting textual similarities between compared works (i.e., it is an electronic resource that assists in the detection and deterrence of plagiarism). Detailed instructions on setting up your account can be found at <http://www.turnitin.com>.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

You must submit an *electronic copy* of your final paper through turnitin.com before midnight on the due date. All submissions midnight or later will be counted as late submissions.

Steps for you to set up your own account and submit papers are described on this web site:

<http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/guide-students.htm>

Accessibility:

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.

Video and Auditory Recording

For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*. Note, however, that these guidelines include the

provision that students may obtain consent to record lectures and, “in the case of private use by students with disabilities, the instructor’s consent must not be unreasonably withheld.”

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/>).

Policies for this Course Regarding Grading, Late Assignments and Missed Group Presentations:

Grading: Any complaint about grading on any course evaluation (assignments, group

presentation) should be made in writing to Dr. Segal within one week of receiving the graded material and should detail the point of contention.

Late Assignments (including Outline and Final Paper): If you do not have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each late day (this includes *any time* after the deadline, so please be sure to submit your assignments well in advance of the specified deadlines). If you provide legitimate documentation for your late assignment (for example, UTSC Student Medical Certificate completed by your doctor), you must contact Dr. Segal within one week of the missed assignment deadline (or as soon as is *reasonably* possible) to discuss a new deadline for your late assignment(s). Please take note of the last day for submission of term assignments in S courses (as set by the University). If you wish to submit work to be graded beyond the last day for submission of term assignments, you must contact the Registrar's office to submit a petition (this is beyond the instructor's control).

Missed Group Presentation: If you miss your group presentation without legitimate documentation, you will receive a mark of zero. If you provided legitimate documentation for your missed examination (for example, UTSC Student Medical Certificate completed by your doctor), you will be given one additional opportunity to make your presentation individually to Dr. Segal during office hours. You must contact Dr. Segal within one week of the missed presentation (or as soon as is *reasonably* possible) to discuss a new date for your make-up presentation.

Medical Documentation: Any medical documentation that you provide must indicate the date(s) that you needed to be excused from course work, which must include the date of the presentation and/or assignment(s) that you missed. You are advised to see your physician within one day of the missed examination. Only documentation from a doctor registered with the College of Physicians and Surgeons of Ontario will be accepted (as per the UTSC Medical Certificate). You must contact Dr. Segal within one week of a missed presentation or assignment (or as soon as is reasonably possible).

The form for medical documentation can be found at the following link:

http://www.utsc.utoronto.ca/~registrar/resources/pdf_general/UTSCmedicalcertificate.pdf

Please Note: The UTSC Medical Certificate must be signed by a registered member in good standing with the College of Physicians and Surgeons of Ontario.

Grade Scales and Meaning of Grades

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0

Please note that assignment of an “A” grade in this course signifies that your work suggests that you are prepared for post-graduate work.