

PSYC36H3 – Winter 2016

Psychotherapy

Tuesdays 9:00 – 11:00 am

Location: SW 128

Contact Information

Instructor:

Shauna Kushner, PhD
Department of Psychology
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Teaching Assistant(s):

Nadia Al-Dajani
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Office Hours:

Tuesdays: 11:00 am – 12:00 pm
Location: SY-123

Welcome to Psychotherapy!

The purpose of this course is to provide you with an overview of common treatments for psychological disorders or psychopathology. Throughout this course, you will learn about theories of psychopathology that correspond to specific psychotherapeutic orientations, specific psychotherapeutic strategies employed by different therapy models, and empirical approaches to evaluating treatment efficacy. At the end of this course, students will have knowledge and critical appraisal skills required for the scientific evaluation of psychological treatments for various psychological disorders.

Classes will consist of lectures, discussions, case presentations, and videos depicting individuals being treated for common psychological disorders. Lectures will cover material from the readings and additional material; students are therefore responsible for attending all lectures. Lecture slides will be available on blackboard under the folder 'Lecture Slides' before the start of each class.

Prerequisite: PSYB32H

Exclusion: PSY343H

Reading Material

No textbook is required for this course. All weekly readings can will be posted on Blackboard. Students are required to have full understanding of the readings for the exams.

Course Evaluation	Due Date	%
Midterm Test		
Assigned readings	February 9, 2016	25%
Material from lectures		
Discussion Board Participation	Throughout Semester	10%
Term Paper	March 15, 2016	30%
Final Exam		35%
Cumulative	Final Examination Period	
Emphasis on post-midterm material	April 8 – 22, 2016 Date/Location TBA	

Students are expected to attend classes and to complete all assigned readings before each lecture. Please note that the lectures may be the only source of information for certain topics covered; as such, regular attendance is important for success in this course. The lecture slides are provided on Blackboard to assist in understanding the material and are not intended to replace class attendance. Students having difficulties should approach the course instructor or teaching assistant as soon as possible.

Term Test (25%) / Final Exam (35%)

The term test and final exam will consist of multiple choice and short answer questions. Both examinations will cover material that is included in **both** the assigned readings and lectures, with **few** exceptions. The final exam will cover material from the entire course with greater emphasis on material presented in the last half of the course. For advice on effective study skills, students may benefit from resources at the Academic Success Centre: <http://www.utoronto.ca/aacc/students/>.

Term Paper (30%)

Your term paper will present a systematic comparison of research on two kinds of psychotherapy for a specific disorder. Comparisons with pharmacotherapy are not permitted. Components of this paper will include: (1) a description of the disorder, (2) a description of each psychotherapy (including underlying assumptions of personality and psychopathology, mechanisms of change, and therapeutic processes), and (3) a critical review of the empirical evidence for the comparative efficacy of one treatment over the other. Papers should conform to APA style (e.g., 12-inch font, 1 inch margins, double-spaced; <http://www.apastyle.org/>); papers that are not properly formatted will result in a letter grade penalty. In addition to content and formatting, papers will be graded on the quality and clarity of your argument. Term papers should not exceed a **maximum of 10 pages**, with one page for references (note: references can be single spaced).

Discussion Board Participation (10%)

Teaching others is a valuable learning tool (Nestojko et al., 2014). To encourage this practice, a portion of your final grade will be determined by your engagement on the Blackboard Discussion forum for this course. Please post all questions about course content on the Discussion Board (see course policy below re: Email). Students are also strongly encouraged to respond to questions posted by their classmates. Students are expected to post questions (new threads) and responses to other students' questions at least five times throughout the semester. Participation grades will be determined by the quality (not frequency) of your discussion board entries. A grading rubric will be posted on Blackboard.

Blackboard

The website associated with this course is accessible via <http://portal.utoronto.ca>. To access the course website, go to the U of T portal login page at <http://portal.utoronto.ca> and login with your UTORid and password. Please ensure that you have your UToronto email address updated in ROSI, otherwise you will not receive emails sent through Blackboard. Once you have logged in to the portal, you should find a link to the course website along with links to your other courses using Blackboard. Students will be responsible for checking the course Blackboard page regularly. I will be sending out emails and announcements occasionally through this portal.

Course Policies

Email:

The course instructor and TAs will only respond via email to inquiries of a personal nature (e.g., grades, accessibility needs, illness, etc.). All course-related discussion will be conducted on the Blackboard Discussion forum. Please post all questions about course content on the Discussion Board. Posting questions on the forum—rather than via emails—will help you benefit from the collective knowledge of your classmates, TAs, and course instructor. We encourage you to ask questions whenever you are struggling to understand a concept. The TAs and course instructor will respond to questions on the discussion board once per week.

All personal inquiries should be sent to the course instructor or TAs via UToronto email addresses only (please include "PSYC36" in the subject line) or through Blackboard. The University has a policy requiring that students have a UofT email address and check it regularly, as it is the only address to which official University business will be sent. Before contacting the instructor and TAs with questions regarding the course, it is important to first check this syllabus and Blackboard to see if the answer to your question is there. If you are unable to attend scheduled office hours but would like to discuss matters concerning the course, please contact Dr. Kushner via e-mail to schedule an appointment. Please allow two business days for a response.

Penalties for Lateness (for Term Papers):

Late essays will be deducted 5% per day. Papers submitted more than one week late will not be accepted. Students requesting special academic consideration based on illness or injury must submit the official University of Toronto Verification of Student Illness or Injury form to the course instructor within one week of missing the assignment deadline. Medical documentation must show that the physician was consulted within one day of the late assignment. The form for medical documentation can be found at:

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

Missed Tests:

Students requiring accommodation for an anticipated absence must alert the course instructor in a timely fashion (i.e., three weeks advanced notice). If you miss the term test without a legitimate excuse, you will receive a mark of zero for that exam. If you are able to provide legitimate documentation of your absence, then your final exam grade will be re-weighted to account for the missed exam. Students requesting special academic consideration based on illness or injury must submit the official University of Toronto Verification of Student Illness or Injury form to the course instructor or TAs within one week of missing the test. Medical documentation must show that the physician was consulted within one day of the missed term test. Students who miss final examinations should file a petition for a deferred exam. The form for medical documentation can be found at:

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

Requests for Re-grading:

All requests for re-grading must be submitted in writing within one week of the first day that the midterm or term paper is available for student viewing. Only requests that include adequate justification of explicit bias or error in the original grading will be considered. Potential outcomes of such requests include the grade remaining the same, the grade being raised or the grade being lowered. Definitions of grades, both conceptual and operational are in line with the University of Toronto Governing Council policy on grading:

https://www.utsc.utoronto.ca/~vpdean/documents/GradingPracticesPolicy_000.pdf

Academic Resources**Accessibility Needs:**

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 Accessibility Services at (416) 287-7560:

<http://www.utsc.utoronto.ca/~ability/>

Writing:

As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit:

<http://www.utsc.utoronto.ca/twc/welcome>

Academic Integrity and Plagiarism:

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.

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:

http://www.utsc.utoronto.ca/~vpdean/academic_integrity.html

Please note that students are not permitted to record, distribute, or sell copies of materials for this course. This includes posting lecture slides to Facebook.

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Assigned Reading & Lecture Schedule

- January 5** **Defining Psychotherapy**
- Introduction and course overview
 - No assigned readings
- January 12** **Evaluating Treatment Effectiveness**
- Luborsky L., Rosenthal R., Diguer L., Andrusyna T.P., Berman J.S., Levitt J.T., Seligman D.A. & Krause E.D. (2002). The Dodo bird verdict is alive and well – mostly. *Clinical Psychology: Science and Practice*, 9, 2-12.
 - Spring, B. (2007). Evidence-based practice in clinical psychology: What it is, why it matters; what you need to know. *Journal of Clinical Psychology*, 63(7), 611-631.
 - Dozois, D. J. (2013). Psychological treatments: Putting evidence into practice and practice into evidence. *Canadian Psychology*, 54, 1-11.
- January 19** **Psychoanalytic & Psychodynamic Therapies**
- Fromme, D. K. (2010). Psychoanalytic Approaches. In *Systems of psychotherapy: Dialectical tensions and integration* (pp. 171-193). Hillsboro, OR: Springer Science & Business Media.
 - Driessen, E., Hegelmaier, L. M., Abbass, A. A., Barber, J. P., Dekker, J. J., Van, H. L., ... & Cuijpers, P. (2015). The efficacy of short-term psychodynamic psychotherapy for depression: A meta-analysis update. *Clinical Psychology Review*, 42, 1-15.
- January 26** **Humanistic & Behaviour Therapies**
- Greenberg, L. (2006). Emotion-focused therapy: A synopsis. *Journal of Contemporary Psychotherapy*, 36, 87-93.
 - Cain, D. J. (2007). What every therapist should know, be and do: Contributions from humanistic psychotherapies. *Journal of Contemporary Psychotherapy*, 37, 3-10.
 - Craske, M. G., Treanor, M., Conway, C. C., Zbozinek, T., & Vervliet, B. (2014). Maximizing exposure therapy: An inhibitory learning approach. *Behaviour Research and Therapy*, 58, 10-23.
 - **Midterm Review**
- February 9** **Midterm Exam**
- No Lecture
- February 16** **READING WEEK!**

- February 23** **Rational-Emotive & Cognitive Therapy**
- Ellis, A. (2003). Reasons why rational emotive behavior therapy is relatively neglected in the professional and scientific literature. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, 21(3-4), 245-252.
 - Stewart, R. E. , & Chambless, D. L. (2009). Cognitive-behavioral therapy for adult anxiety disorders in clinical practice: A meta-analysis of effectiveness studies. *Journal of Consulting and Clinical Psychology*, 77, 595-606.
- March 1** **Third-Wave Therapies**
- Brown, L. A., Gaudiano, B. A., & Miller, I. W. (2011). Investigating the similarities and differences between practitioners of second-and third-wave cognitive-behavioral therapies. *Behavior Modification*, 35(2), 187-200.
 - Kahl, K. G., Winter, L., & Schweiger, U. (2012). The third wave of cognitive behavioural therapies: what is new and what is effective? *Current Opinion in Psychiatry*, 25(6), 522-528.
 - Öst, L. G. (2008). Efficacy of the third wave of behavioral therapies: A systematic review and meta-analysis. *Behaviour Research and Therapy*, 46, 296-321.
 - **In-class Essay Tutorial**
- March 8** **Third-Wave Therapies: Focus on Dialectical Behavioural Therapy**
- Rizvi, S. L., Steffel, L. M., & Carson-Wong, A. (2012, September 3). An Overview of Dialectical Behavior Therapy for Professional Psychologists. *Professional Psychology: Research and Practice*. Advance online publication.
 - Groves, S., Backer, H. S., van den Bosch, W., & Miller, A. (2012). Review: Dialectical behaviour therapy with adolescents. *Child and Adolescent Mental Health*, 17, 65-75.
- March 15** **Family & Couples Therapy**
- Heatherington, L., Friedlander, M. L., Diamond, G. M., Escudero, V., & Pinsof, W. M. (2015). 25 Years of systemic therapies research: Progress and promise. *Psychotherapy Research*, 25(3), 348-364.
 - Lebow, J., Chambers, A. L., Christensen, A., & Johnson, S. (2012). Research on the treatment of couple distress. *Journal of Marital and Family Therapy*, 38, 145-168.
 - **Essay Due**
- March 22** **Gender-Sensitive & Multicultural Approaches**
- Schliebner, C. T. (1994). Gender-sensitive therapy: An alternative for women in substance abuse treatment. *Journal of Substance Abuse Treatment*, 11(6), 511-515.
 - Dass-Brailsford, P. (2012). Culturally sensitive therapy with low-income ethnic minority clients: An empowering intervention. *Journal of Contemporary Psychotherapy*, 42(1), 37-44.
 - Heck, N. C., Flentje, A., & Cochran, B. N. (2013). Intake interviewing with lesbian, gay, bisexual, and transgender clients: Starting from a place of affirmation. *Journal of Contemporary Psychotherapy*, 43(1), 23-32.

March 28

Integration and Current Debate

- Norcross, J. C., Karpiak, C. P., & Lister, K. M. (2005). What's an integrationist? A study of self-identified integrative and (occasionally) eclectic psychologists. *Journal of Clinical Psychology, 61*(12), 1587-1594.
- Harris, J. E., Kelley, L. J., & Shepard, L. M. (2015). Multitheoretical psychotherapy for depression: Integrating strategies from evidence-based practices. *Journal of Psychotherapy Integration, 25*(4), 353-367.
- Shean, G. D. (2013). Controversies in Psychotherapy Research: Epistemic Differences in Assumptions about Human Psychology. *American journal of psychotherapy, 67*(1), 73-87.

Note: March 20, 2016 is the last day to drop courses without academic penalty.

You need to read this syllabus carefully, as you are responsible for knowledge of its contents. If you have questions regarding any of the information contained in this syllabus, talk to the instructor immediately.

Though not anticipated, changes to this syllabus may become necessary. Any such changes will be announced in class and posted on Blackboard.