



## **PSYC36H3: PSYCHOTHERAPY**

University of Toronto Scarborough

Fall Term



### **Instructor Information**

Dr. Andrew A. Cooper  
aa.cooper@utoronto.ca  
Portable 103, Room 109 (enter door near trees)

### **Course Information**

Lecture: TUES 9-11AM  
Office Hour: TUES 1-2PM  
Course Location: SW128

### **Course Teaching Assistants**

Lê-Anh Dinh-Williams                      SY145    leanh.dinh.williams@mail.utoronto.ca  
Phil Desormeau                                SY145    p.desormeau@mail.utoronto.ca

**Course Email:** [psych.c36.utsc@gmail.com](mailto:psych.c36.utsc@gmail.com)

← Please use for all non-urgent/private issues

### **Course Description**

PSYC36 provides students with an introduction to prominent theories/models of psychotherapy, including cognitive/behavioural, humanist/existential, and psychodynamic approaches, as well as individual, family, and group therapy modalities. Lectures and readings will primarily focus on description of each treatment, including its history, development, key therapeutic targets and theoretical change processes. Students will learn about the role of empirical evidence in establishing the efficacy of a treatment, as well as the common and specific factors implicated in successful treatment outcomes.

**Pre-requisites & Requirements:** PSYB32H3 plus enrollment in the Mental Health Studies program.

**Learning Outcomes:** By the end of this course, students should be able to

1. Describe the history, theoretical foundations, and key features of several major psychotherapies
2. Contrast specific psychotherapies in terms of treatment targets, goals, and features
3. Define empirically-supported treatments and related concepts in clinical practice and research
4. Identify several specific pairings of psychotherapy and disorder that have strong evidence bases
5. Critically evaluate different research frameworks for testing IF and HOW psychotherapies work
6. Explain the concepts of specific and common factors, and how they relate to empirical treatment research and clinical practice

### **Course Requirements & Grading**

**Required Textbook:** Lebow, J. L. (2012). *Twenty-first century psychotherapies: Contemporary approaches to theory and practice*. John Wiley & Sons.

**Empirical Research and Review Articles**

- Lebow’s textbook provides an excellent overview of the relevant history, theory and practice elements of psychotherapies we will review in this class. Reading each chapter thoroughly before the class in which it is discussed will help you to get the most out of lectures.
- In addition to the textbook, a variety of other articles will be posted to Blackboard corresponding to specific classes and topics covered in C36. Unless otherwise noted (see the schedule below), these are optional reading assignments; however, content from these readings that is covered in class is fair game for testing on class exams.
- For both writing assignments in C36, you are expected to know how to search for and acquire peer-reviewed research papers related to key topics in the course. You will also need to know how to evaluate the theories and evidence presented in these papers. We will discuss these assignments in class as well as library and learning resources that may be of use to you in completing these tasks.

**Blackboard / Portal**

- All course-related materials will be posted to Blackboard, including the **syllabus, readings, assignments & grades**, as well as a **master course calendar**. I will also post **announcements** on the course website, such as class cancellations. You should check the website regularly for these announcements - make sure you can access these on your smartphone or laptop in case you need to do so on short notice!

**Student Evaluation**

- Your final grade in PSYC36 is based on points obtained on the midterm and final exam, as well as two writing assignments, plus one optional bonus assignment. An arbitrary 300 point scale is used to calculate total scores, which are converted to percentages and letter grades via the standard UTSC rubric. I will try to provide regular updates on graded content, as well as a mid-course update for all students.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
90%+	85-89	80-84	77-79	73-76	70-72	67-69	63-66	60-62	57-59	53-56	50-52

**(A) Psychotherapy Treatment Assignment (60 points; 20% of final course grade)**  
*Linked to learning outcomes 1,3,4*

- You will be asked to identify a fictional character (from a book, TV show or movie) who is depicted as having a specific mental illness issue. You will begin by describing symptoms, history and impairment associated with this individual’s experience with the disorder, including a primary target

symptom. Next, you will identify a specific evidence-based psychotherapy for treating that symptom, providing citations from empirical research papers demonstrating its effects. Finally, you will describe what treatment with this therapy might be like, in terms of the rationale, goals, and processes of therapy.

- Full details of this assignment will be available on Blackboard. You will submit a short, APA formatted and referenced paper, via Blackboard submission no later than **4:59pm on October 16th**.
- Assignments that are submitted late without instructor permission will receive a 10% grade penalty per day, up to a maximum of five days late, at which point they can no longer be submitted.

**(B) In-Class Midterm Exam (90 points; 30% of course grade)**

*Linked to learning outcomes 1-6*

- Students will complete an in-class, multiple-choice exam on **October 24th** during the normally scheduled class period (except for students with accommodations through Accessibility services or approved in advance and in writing by Dr Cooper). Further detail about the midterm will be provided in class.

**(C) Psychotherapy Mechanism Assignment (60 points; 20% of final course grade)**

*Linked to learning outcomes 3,4,5*

- For this assignment, you will evaluate one pairing of a specific evidence-based psychotherapy for a specific DSM5 disorder (e.g., prolonged exposure therapy and PTSD). Based on a review of the textbook, class materials and peer-reviewed research, you must identify two theoretical mechanisms of change tied to symptom improvement in this treatment/disorder pairing (at least one of which is *specific* in nature). Finally, you must identify an empirical article that claims to evaluate at least one of these treatment mechanisms, and provide detail on how this comparison is conducted, what the authors conclude, and any limitations or concerns presented by the research.
- You will be provided with a list of potential treatment/disorder pairings for this assignment, as well as a guide to identifying theoretically important mechanisms of change. You are welcome to suggest another treatment/disorder pairing but you must seek written approval from Dr Cooper or one of the TAs at least two weeks in advance.
- Full details of this assignment will be available on Blackboard. You will submit a 3-5 page, APA formatted and referenced paper, via Blackboard submission **no later than 4:59pm on November 20**.

- Assignments that are submitted late without instructor permission will receive a 10% grade penalty per day, up to a maximum of five days late, at which point they can no longer be submitted.

**(D) Final Exam (90 points; 30% of course grade)**

*Linked to learning outcomes 1-6*

- Students will complete a multiple-choice and short-answer essay exam during finals week (date TBA). This exam will focus primarily on content covered since the midterm but may also include content from the first half of the course. Further detail about the final will be provided in class.

**(E) Optional Bonus – Self-Assessment and Feedback Tasks [up to a max of 6 points]**

*Linked to skills learning and development*

- After each lecture, you will have the opportunity to participate in a self-assessment and feedback (SAF) exercise. SAFs will take just a few minutes to complete via a link on Blackboard, and usually involve a few short answer or multiple choice questions related to class content, as well as an area to provide open-ended feedback about confusing topics or ideas.
- These questions will help you assess your comprehension of the lecture material and prepare you for the types of questions you might see on exams. Dr. Cooper and the C36 team will also review comments to address common areas of confusion in class or via Blackboard post.
- SAFs also incentivize class attendance and staying on pace with readings and prep. Each SAF is available for a limited time, beginning immediately after class period until noon the following Friday. You will only receive answers and feedback on your responses for SAFs you complete.
- SAFs are designed to help you evaluate your own knowledge and comprehension. You will not be graded in terms of accuracy. Instead, students who complete 6 or more SAFs over the course of the term will earn 2% bonus total toward their final grade in C36. Students completing between 3 and 5 will earn 1% bonus total. Points will not scale above or below these cutoffs.

**General Course Policies & Guidelines**

**I. Classroom Policies & Behaviours**

- **Courtesy & Civility:** Please be respectful of your classmates and instructors at all times, and strive to make the classroom a comfortable place for everyone to learn. Respect the experience of your classmates by not engaging in distracting behavior (e.g., off-topic chatting or texting). I encourage you to take notes if that helps you to stay engaged, but keep in mind you won't be tested on comprehension *per se*.

- **Computer Use:** There is empirical evidence that note-taking on computers is less effective (see: <https://doi.org/10.1177/0956797614524581>). As such, I would strongly encourage you to remain off computers in class. If you are on your computer, please be mindful about engaging in practices that might distract other students; if others complain about your actions, you may be asked to leave.
- **Sharing Personal Info in Class:** Many people have experienced a mental disorder or know someone who has experienced one at some point in their lives. With this in mind, please understand that this classroom setting is not the best environment to share your detailed personal experiences with a disorder or to offer specific information about someone you know.

If you have a comment you'd like to share, please make sure you are doing so following the guidelines I provide in class (i.e., the **Uncle Roger system**). Additionally, please take a moment to consider whether or not sharing your story will be relevant and helpful to the class, and aim to be sensitive, not to sensationalize.

- **Emails:** Please use the course email ([psych.c36.utsc@gmail.com](mailto:psych.c36.utsc@gmail.com)) for all general questions unless you have a specific inquiry for Dr Cooper or one of the TAs. In most cases, the C36 team will try to answer your emails within 3 business days unless you receive an automatic reply that suggests otherwise. Please keep your emails professional, concise, and clear: start with an informative title that includes the course name and some detail on your question (i.e., "PSYC36 - question about Mindfulness chapter"). The most effective emails are short, focused on a single question, and demonstrate some effort on your part to explain your understanding or where you are stuck, will likely be most effective. If you are not familiar with writing academic emails, you may find this resource helpful: <https://goo.gl/ik1iw7>
- **Communications:** When time permits, there may be a few minutes to discuss straightforward issues or simple questions after class. However, please understand that this is not always possible or practical. For more complex or personal matters, you should always email to set up a meeting.
- **Office Hours:** Please email us ahead of time if you plan on coming to office hours; I will try to ensure that everyone who emails has time to meet. I may pilot a modified version of office hours via Blackboard Collaborate for this course, and will follow up with more information later in the term.
- **Course Materials & Audio/Video Recording:** Instructional materials are made available only for the purposes of this course, and should not be distributed or used for any other purpose. As outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*, for reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited unless written permission has been granted by the instructor or for students with specific accommodations to do so.
- **Enrollment Status:** Attendance in class is restricted to students registered in this section of C36. Auditing is not permitted, except with written approval from the instructor ahead of time. This class usually has an extensive waitlist and is limited to students in the Mental Health Studies program, meaning that students from other programs are unlikely to be able to enroll.
- **Mental Health Resources:** We will focus on mental health issues in this course. Remember, **only trained mental health professionals can diagnose and treat a psychological disorder.** If you feel

that you need to seek help for yourself or someone you care about, you may wish to contact the Distress Centre (416-408-HELP), Good2Talk (866-925-5454) or UTSC Health & Wellness.

**If at any point you are experiencing difficulty in this course, please contact one of us to discuss your concerns. The earlier you take this step, the better!**

## II. General Test & Assignment Guidelines, Due Dates, & Missed Work

- **Photo IDs:** Students must provide photo identification (ideally a student ID) on both the midterm and final exam days. The student will show the ID when handing in the test form. If a student does not provide photo ID, he or she has 24 hours to provide it to the professor.
- **Syllabus Outline and Changes:** A *Master Course Schedule* will be posted on Blackboard early in the semester for you to review, including all due dates and times for content submitted during the term. I may make minor changes to the course syllabus based on pacing and needs of the class, or other unexpected occurrences. These will not impair your ability to succeed in the class, and you will be notified ASAP of any updates. Any major grading/content changes will be contingent on class vote.
- **Submitting Assignments on Blackboard:** Your two written assignments for this class will be submitted via Blackboard. 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.
- **General Policy on Absences:** If you know in advance of a legitimate reason for being absent or unable to meet a specific class deadline (e.g., religious holiday or academic event), please contact Dr Cooper as soon as possible. Reasonable accommodations will be made if possible, but early notice is critical for this. All unplanned absences for graded elements of the course are covered under the *Psychology Missed Term Work Policy* listed below.
- **Psychology Missed Term Work due to Medical Illness or Emergency Policy:** All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:
  - (1.) A completed [Request for Missed Term Work form](http://uoft.me/PSY-MTW) (<http://uoft.me/PSY-MTW>), and
  - (2.) Appropriate documentation to verify your illness or emergency, as described below.

### Appropriate Documentation:

In the case of missed term work due to **illness**, only an **original copy** of the official [UTSC Verification of Illness Form](http://uoft.me/UTSC-Verification-Of-Illness-Form) will be accepted (<http://uoft.me/UTSC-Verification-Of-Illness-Form>). Forms are to be **completed in full**, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

In the case of **medical emergency**, an original copy of the record of visitation to a hospital emergency room should be provided.

In the case of a **death of a family member**, a copy of a death certificate should be provided.

In the case of a **disability-related** concern, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from your Disability Consultant at AccessAbility Services, detailing the accommodations required. The Course Instructor should also be copied on this email.

For U of T **Varsity athletic commitments**, an email communication should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) from a coach or varsity administrator, detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, anything related to personal travel, weddings/personal/work commitments.

Procedure:

Submit your (1.) [request form](#) and (2.) [medical](#)/other documents in person **within 3 business days** of the missed test or assignment. Forms should be submitted to **SW427C between 9 AM - 4 PM**, Monday through Friday. If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (psychology-undergraduate@utsc.utoronto.ca) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard course announcements daily, as accommodations may be time-critical. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work.

**Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

Note that this policy applies only to missed term work (assignments and midterms). Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>)

### III. **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/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) 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; and
- When you knew or ought to have known you were doing it.

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; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note: You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.



**IV. AccessABILITY Services**

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 Dr. Cooper and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the better we can assist you in achieving your learning goals!

**Class Topic & Core Reading Schedule**

<b>Date</b>	<b>Topics</b>	<b>Chapter / Reading</b>
Sept 5	Key Concepts from Psychotherapy	Chapter 1
Sept 12	Which treatments work? ESTs & EBPs	APA Taskforce Statement on Evidence-Based Practice
September 19	How do treatments work? Mechanisms of change	Kazdin (2007); Ch 14
September 26	Behaviour Therapy	Ch 2
October 3	Cognitive-Behavioural Therapy	Ch 3
October 10	<b>NO CLASS READING WEEK</b>	
October 17	Positive Psychotherapy [Guest Lecturer: Dr Rashid]	
October 24	<b>IN-CLASS MIDTERM</b>	
October 31	Psychodynamic Therapy	Ch 7
November 7	Mindfulness- & Acceptance-Based Treatments [Guest Lecturers]	Ch 5
November 14	Dialectical Behaviour Therapy	Linehan (2000)
November 21	Interpersonal Therapy/Emotion-Focused Therapy	Ch 4
November 28	Therapy for children, couples, and families	Ch 10
Finals Week	<b>FINAL EXAM</b>	