



PSYC36H3F: PSYCHOTHERAPY

University of Toronto Scarborough (Fall 2018)



Instructor Information

Dr. Andrew A. Cooper
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Office Hours: 1-4 WED

Course Information

Lecture: TUES 9-11AM
Course Location: IC 220
Office Location: Portable 103, #109

All office hour appointments with Professor Cooper MUST be booked via <https://calendly.com/meet-prof-cooper> using your *mail.utoronto.ca* email address. Please select an option linked to C36 specifically. Appointments are made on a first come, first served basis. I will make every effort to notify you ahead of time if office hours are unexpectedly cancelled for weather or other unexpected circumstances.

Teaching Assistants:

Nadia Al-Dajani, M.A.

Lê-Anh Dinh-Williams, M.A.

Please use the course email (PSYCH.C36.UTSC@GMAIL.COM) for all non-urgent or confidential matters, and for general questions related to assignments and content. Emails regarding missed work or AccessAbility accommodations should always go to Dr. Cooper's email and cc'd to others if need be.

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 & limits: PSYB32H3 + enrolment in 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

Quercus / Canvas

All course-related materials will be posted to Quercus, including the **syllabus**, links to **readings, assignments & grades**, as well as a **master course calendar**. I will also post **announcements** on the course website, such as class cancellations. Check the course page regularly for these announcements, especially before class any assignment due dates!

Required Textbook & Readings

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

Lebow’s textbook provides an excellent overview of the relevant history, theory and practice elements of psychotherapies we will review in this class. Some contemporary topics are not covered in sufficient detail in Lebow’s text, and will instead be covered in **required readings** listed in the course calendar below. Links to these articles / chapters will be posted on Quercus, and will be accessible via the UTSC Library system. Content from required readings may appear on your term test and final exam.

Foundational Research and Writing Skills

For written assignments in PSYC36, you will need to know how to:

- carefully review assignment guidelines to identify steps and key elements of your task
- search for and acquire peer-reviewed research papers related to specific therapies
- read empirical studies and review papers relevant to mental health studies
- critically evaluate theories and evidence presented in these papers
- make appropriate use of citations and references that are in line with APA formatting

We will discuss these skills in class, including strategies, supports and resources for developing and enhancing your ability to use them. We will also discuss each of the written assignments in detail, with an emphasis on helping you identify how to successfully complete them in a concise, effective fashion.

Evaluation

Your final grade in PSYC36 is based on points obtained on the term test and final exam, two written assignments, plus one optional bonus assignment. 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 (20% of final course grade)

Linked to learning outcomes 1,3,4

For this assignment, your task is to provide a treatment recommendation for a fictional character dealing with a specific mental health 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 that disorder and/or primary symptom, providing supporting citations from the empirical research literature. Finally, you will describe what treatment might look like, in terms of the format, rationale, goals, and processes.

Full details of this assignment will be available on Quercus. You will submit a short, APA formatted and referenced paper, via Quercus submission by **11:59pm on Wednesday, October 17th**.

(B) In-Class Midterm Exam (30% of course grade)

Linked to learning outcomes 1-6

You will complete an in-class, multiple-choice exam on Tuesday, **October 23rd** during the normally scheduled class period. Further detail about the midterm will be provided in class, but you can expect that it will cover required readings (including both texts and papers) and class content.

(C) Psychotherapy Mechanism Assignment (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). You will describe two theoretical mechanisms of change (tied to symptom improvement), and provide empirical support for one of these. We will provide a list of potential treatment/disorder pairings for this assignment, as well as a guide to identifying theoretically important mechanisms of change. You can suggest another treatment/disorder pairing but you must seek written approval from Dr Cooper at least two weeks prior to the due date.

Full details of this assignment will be available on Quercus. You will submit short, APA formatted and referenced paper, via Quercus submission **no later than 4:59pm on Wednesday, November 14th**.

(D) Final Exam (30% of course grade)

Linked to learning outcomes 1-6

Your final exam (date/location TBA) will consist of multiple-choice and short-answer questions. This exam includes content and required readings from across the entire term, with a greater emphasis on topics that were not covered on the midterm.

(E) Optional Bonus – Self-Assessment and Feedback Tasks [up to a max of 1%]

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 Quercus, 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 Quercus 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. 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 1% bonus total toward their final grade in C36. Students completing between 3 and 5 will earn 0.5% bonus total. Points will not scale above or below these cutoffs.

General Course Policies & Guidelines

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).

Active Participation: Please arrive to lecture having completed the week’s reading assignment and ready to participate, with a notebook or paper available. I strongly encourage you to keep laptop use to a minimum during lectures. 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.

Email & 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, always email to set up a meeting. 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>

Office Hours: Please make sure you adhere to the office hours policy described on the first page of this syllabus, and booking your appointments via the link provided using the C02 timeslots. Please email me directly if you are unexpectedly unable to attend at your booked timeslot.

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 to the rights of others, not to sensationalize.

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.

Syllabus Changes: I may make minor changes to the course syllabus based on pacing and needs of the class, or other unexpected events. These will not impair your ability to succeed in the class, and I will notify you ASAP. Any major grading/content changes will be contingent on class vote.

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!

Assignment Submission Guidelines: Your written assignments must be submitted via assignment-specific links on Quercus. These assignments will be evaluated by 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.

Photo IDs: Students must provide photo identification (ideally a student ID) at both the midterm test and final exam. 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.

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. The sooner you let us know your needs the better we can assist you in achieving your learning goals!

PSYC36-Specific Policies for Absences and Late/Missed Work: 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 Professor Cooper directly ASAP. You must notify Professor Cooper by email if you have submitted paperwork for an extension and definitely within 3 days of the relevant event (e.g., assignment); failure to do so may result in your request being denied.

Your assignments are subject to a 10% penalty per 24hr period of lateness, up to a maximum of 50% penalty, at which point they are marked a 0. For work missed due to emergency or illness, see below.

Missed Term Work due to Medical Illness or Other Emergency:

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>), and
- (2.) Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation:

For missed **TERM TESTS** due to ILLNESS:

→ Submit an **original** copy of the official UTSC Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) or an **original** copy of the record of visitation to a hospital emergency room. 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.

For missed **ASSIGNMENTS** due to ILLNESS:

→ Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), **and** (2.) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For missed term tests or assignments in OTHER CIRCUMSTANCES:

→ 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 from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) and your instructor, detailing the accommodations required.

→ For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca), 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, personal travel, weddings, or personal/work commitments.

Procedure: Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

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/Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **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 assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

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/ppju_n011995.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.

Class Topic & Core Reading Schedule

Date	Topics	Chapter / Reading
September 4	Key Concepts from Psychotherapy	Ch 1
September 11	Which treatments work? ESTs & EBPs	APA Taskforce Statement on Evidence-Based Practice; Rutledge et al (2018)
September 18	How do treatments work? Mechanisms of change	Kazdin (2009) Ch 14
September 25	Behaviour Therapy	Ch 2
October 2	Cognitive-Behavioural Therapy	Ch 3
October 9	NO CLASS READING WEEK	
October 16	Psychodynamic Therapy	Ch 7
October 23	IN-CLASS MIDTERM	
October 30	Mindfulness-Based Therapies*	Ch 5
November 6	Acceptance & Commitment Therapy*	Forman et al. (2012)
November 13	Dialectical Behaviour Therapy*	Linehan & Wilks (2015)
November 20	Interpersonal Therapy/ Emotion-Focused Therapy	Ch 4 Markowitz & Weissman (2004)
November 27	Therapy for children, couples, and families	Ch 10
Finals Week	FINAL EXAM	