

# PSYC36H3 F

## Psychotherapy

### Fall 2023 Syllabus

#### Course Meetings

##### PSYC36H3 F

Section	Day & Time	Delivery Mode & Location
LEC01	Tuesday, 11:00 AM - 1:00 PM	In Person: MW 170

Refer to ACORN for the most up-to-date information about the delivery and location of the course meetings.

#### Course Contacts

**Course Website:** <https://q.utoronto.ca>

**Instructor:** Dr. Amanda Uliaszek

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**Alina Patel**

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#### Course Overview

This course will provide students with an introduction to prominent behavioural change theories (i.e. psychodynamic, cognitive/behavioural, humanist/existential) as well as empirical evidence on their efficacy. The role of the therapist, the patient and the processes involved in psychotherapy in producing positive outcomes will be explored.

Each week will focus on a different school of psychotherapy, with lectures and readings focused on the creation of the therapy, specific therapeutic techniques, and empirical evidence surrounding the efficacy of the therapy. Upon completion, students should have a more thorough understanding of the common and specific factors of most psychotherapies, as well as be more acquainted with evidence-based practice.

## Course Learning Outcomes

1. Describe the history, theoretical foundations, and key features of several schools of psychotherapy.
2. Understand how psychological science uses cultural adaptations to reach a broader spectrum of clients
3. Reflect on how their own individual identities, in terms of culture, race, gender, sexuality, class, religion, and other aspects of identity and the intersections among them, influence perspectives on mental health.
4. Understand the definition of evidence-based practice
5. Explain the concepts of specific and common factors relevant to psychotherapy
6. Contrast specific psychotherapies in terms of treatment targets, goals, and features
7. Identify specific psychotherapy techniques and how they target symptoms of specific disorders

## Course Materials

Required Text: *The Handbook of Adult Clinical Psychology: An Evidence-Based Practice Approach 2<sup>nd</sup> edition*

Editors: Alan Carr & Muireann McNulty

Publication year: 2016

ISBN 9781138806306

## Marking Scheme

Assessment	Percent	Details	Due Date (s)
<b>Weekly Quizzes</b>	10%	Students will complete a 10-item weekly quiz to assess knowledge of the weekly course readings. Students will access the quizzes through Quercus. They will be made available Tuesdays at 11:59 and due Mondays by 11:59pm. Late quizzes will not be accepted as they are not covered by the missed term work policy. There will be a total of 10 quizzes.	2023-09-11 2023-09-18 2023-09-25 2023-10-02 2023-10-23 2023-10-30 2023-11-06 2023-11-13 2023-11-20 2023-11-27
<b>Midterm Exam</b>	25%	Students will complete an in-class, multiple-choice and short-answer exam. The exam must be completed during class (by 1:50 pm). All lectures and readings will be covered.	2023-10-17

Assessment	Percent	Details	Due Date (s)
<b>Identity and Psychotherapy: EDIA Writing Assignment</b>	10%	This writing assignment is a brief reflection piece that allows students to examine how aspects of their own identity (e.g., culture, race, gender, ethnicity) intersects with how they think about psychotherapy.	2023-10-06
<b>Research Presentation</b>	20%	Students will select a DSM-5 mental disorder and locate 3 research articles examining a single evidence-based treatment for this disorder. They will make a powerpoint presentation reviewing the nature of the disorder, a description of the selected therapy and a review of the supporting evidence for this therapy. They will then record their presentation, using their powerpoint presentation as visual aids, and submit the recording via Quercus  Must submit topics by Oct 6 for TA approval	2023-11-27
<b>Final Exam</b>	35%	The final exam will include both multiple choice and short answer essay questions. It will cover material from the entirety of the class, including lectures and readings.	Final Exam Period

## **Late Assessment Submissions Policy**

### **Department of Psychology Missed Term Work Policy**

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedure outlined below.

#### **Procedure:**

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to [amanda.uliaszek@utoronto.ca](mailto:amanda.uliaszek@utoronto.ca) according to the instructions specified below.

#### **Supporting Documentation Requirements and Deadlines:**

<b>Reason for Missed</b>	<b>Documentation</b>	<b>Documentation</b>	<b>Deadline for</b>
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Work	required for a <i>first absence in the term</i>	required for <i>subsequent absences in the term</i>	submitting MTW form and supporting documentation
Illness or Injury	<a href="#">ACORN</a> Absence Declaration	<a href="#">UofT Verification of Illness Form</a>	<b><u>within 2 business days</u></b> of the missed work
Bereavement	<a href="#">ACORN</a> Absence Declaration	A death certificate or funeral announcement	<b><u>within 2 business days</u></b> of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	<a href="#">ACORN</a> Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<b><u>10 business days IN ADVANCE</u></b> of the missed deadline
For missed <i>TERM TESTS</i> ,			
- <b>Contact your AccessAbility consultant</b> and have them write to the course email detailing the accommodations needed.			
For missed <i>ASSIGNMENTS</i> ,			
Disability-related reasons for students registered with AccessAbility Services	- If your desired accommodation is <b>within the scope</b> of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days), send your <b>Accommodation Letter</b> to the course email and specify how many days extension you are requesting.		<b><u>PREFERABLY IN ADVANCE of the missed work, or as soon as possible</u></b>
	- If your desired accommodation is <b>outside the scope</b> of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that), <b>contact your AccessAbility consultant</b> and have them write to the course email detailing the accommodations needed.		
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		<b><u>10 business days IN ADVANCE</u></b> of the missed work
Religious Conflict	None required		

## Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- Instructors cannot accept term work any later than **five business days after the last day of class**. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic conflicts. Only overlapping activities are conflicts.
- Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

## Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor's response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation**. Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. \*Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

## Course Schedule

Week	Topic	Reading Assignment
<b>Week 1</b> 9/5	Introduction to Psychotherapy	None
<b>Week 2</b> 9/12	Evidence Based Practice	Chapter 8
<b>Week 3</b> 9/19	Common Factors	Readings to be posted on Quercus
<b>Week 4</b> 9/26	Cognitive Therapies	Chapter 3
<b>Week 5</b> 10/3	Cognitive-Behavioural Therapies	Chapters 13 & 15
<b>Week 6</b> 10/17	In-Class Midterm	None
<b>Week 7</b> 10/24	Psychodynamic Therapy	Chapter 4
<b>Week 8</b> 10/31	Mindfulness-Based Psychotherapies	Chapter 9
<b>Week 9</b> 11/7	Dialectical Behaviour Therapy	Chapter 27
<b>Week 10</b> 11/14	Interpersonal Psychotherapy	Chapter 22
<b>Week 11</b> 11/21	Emotion-Focused Therapy	Chapter 5
<b>Week 12</b> 11/28	Multi-Person Therapy	Chapter 6

## **Policies & Statements**

### **Academic Integrity**

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 in papers and assignments include 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, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University.

### **Equity, Diversity and Inclusion**

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

### **University Land Acknowledgement**

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

### **Accommodations**

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.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) 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 quicker we can assist you in achieving your learning goals in this course.

## **Use of Generative Artificial Intelligence Tools**

Students may use artificial intelligence tools, including generative AI, in this course as learning aids. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

## **Recording of Classroom Material by Students**

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

## **Additional Content**

Attendance: Students are expected to attend every class as lectures will not be recorded or posted. If a student is absent, it is their responsibility to find another student to share notes or discuss content. Powerpoint slides will be posted in advance of each class.

Courtesy & Civility: Please be respectful of your classmates, instructor, and teaching assistants 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. This includes off-topic talking, texting, and using laptops for social media, watching videos, or other uses not related to the 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.

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, come to office hours or arrange a meeting. 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: There are three office hours offered per week – one from the instructor and two from teaching assistants. Office hours should be used exclusively for class-related matters. It is inappropriate to discuss personal mental health matters (either regarding the student or someone known to the student) during office hours. The only exception to this is regarding questions related to the paper assignment. Neither the instructor nor the teaching assistants will provide any mental health advice or counselling and will instead refer the student to the Health and Wellness Centre.

	Time	Link
Alina Patel	Mondays 1-2	<a href="https://utoronto.zoom.us/j/5964075523">https://utoronto.zoom.us/j/5964075523</a>  Meeting ID: 596 407 5523 Passcode: 897753
Dr. Uliaszek	Wednesdays 9-10	<a href="https://utoronto.zoom.us/j/81740777920">https://utoronto.zoom.us/j/81740777920</a>  Meeting ID: 817 4077 7920 Passcode: 535376
Maya Amestoy	Thursdays 11-12	<a href="https://utoronto.zoom.us/j/2828717477">https://utoronto.zoom.us/j/2828717477</a>  Meeting ID: 282 871 7477 Passcode: 861702

Sharing Personal Info in Class: The classroom setting is not an appropriate 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 protecting the privacy of the person involved. 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.

Enrollment Status: Attendance in class is restricted to registered students. 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 when this occurs through Quercus.

Mental Health Resources and Trigger Warning: We will focus on mental health issues in this course. These topics may prove triggering to some, causing a negative emotional reaction. Students should take appropriate measures to prepare for and alleviate such concerns. 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 Centre.

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.