PSYC36: PSYCHOTHERAPY   SYLLABUS v1.2

University of Toronto Scarborough (Fall 2024)

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COURSE EMAIL: psych.c36.utsc@gmail.com
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TEACHING TEAM

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SCHEDULED CLASS TIME
LECTURE: MON 09:00-11:00 (Toronto local time)
LOCATION: see Quercus

OFFICE HOURS
MON 12:00-13:00 (via Zoom)
- Book via https://calendly.com/meet-prof-cooper

If you are unable to book an appointment due to a scheduling conflict, please email about an alternative time and list your availability during the current and upcoming weekdays between 08:00 and 16:00

I. COURSE OVERVIEW

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.

We will discuss several essential theoretical concepts before moving on to discussions of specific types or "schools" of psychotherapy. This course also provides opportunities to develop/practice skills including how to consume and evaluate primary research literature and how to communicate and critique this research in writing.

Pre-requisites: PSYB32 + PSYB70 + [PSYB07 or equivalent] + 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. *Explain* the concepts of empirically-supported treatments, specific and common factors, and related ideas in psychotherapy research and clinical practice

4. *Critically evaluate* different research frameworks for testing IF and HOW psychotherapies work

5. *Identify* several specific pairings of psychotherapy and disorder that have strong evidence bases

6. *Reflect* on how individual differences in facets of identity can influence perspectives on mental health treatment, including culture, race, gender, sexuality, religion and other aspects and intersections thereof

ON LEARNING DURING A PANDEMIC

We move into *another* year of an ongoing global pandemic that will surely infect many of us this term. Still more of us are dealing with ongoing illness, loss, and grief on top of countless changes to our lives and routines. It is unreasonable to expect this course to be your top priority or to ask you to predict what the near future may hold.

I encourage you to be candid and open when it comes to providing feedback on how the course is going for you. If your circumstances change (e.g., becoming ill, caring for family), please let the PSYC36 team know so we can work together to adapt and respond. Likewise, please strive to be understanding and flexible with others, adding "slack" to the various systems and communities of which you are a part, many of which have been strained and stretched far beyond their limits for far too long.

II. COURSE REQUIREMENTS

Classroom Expectations

We all have a role to play in ensuring that everyone can learn safely during the ongoing pandemic: **I expect you to follow all University of Toronto guidelines and practices and to stay informed of any changes that might occur.** Please regularly check your official @mail.utoronto.ca email address for essential updates.

- Another "wave" of COVID-19 is expected to hit us this Fall, so **I strongly encourage you to wear a mask in class** if you are medically able to do so. You can find information about the most effective masks in this list recommended by PHAC. You can find more information about the critical role of masking in protecting vulnerable members of our community during the ongoing COVID-19 pandemic on the course Quercus page.

- Presently, many people in Ontario do not have an easy and expeditious way to test if they have COVID-19. **Please do not come to class if:** you are ill, someone in your household is ill, you know you have been a close contact of someone who has become ill, or you have been instructed to isolate by a health authority.

My goal is to support you in meeting these expectations by providing flexible support and resources:

- All office hours appointments and drop-in sessions will be online / via Zoom.

- At present, I expect to be able to provide recordings of all lecture content on Quercus for those who are unable to safely attend in person. I will strive to provide methods of interactive, remote participation in lectures (e.g., Zoom + chat) to the extent that I am able to coordinate hybrid options.

Syllabus Changes

I may make changes to the course syllabus based on pacing and needs of the class and/or updates from UTSC re: learning plans. I will notify you ASAP, and any major grading/content changes will be contingent on class vote.

Required Textbook & Readings

Text chapters and required articles are critical, primary resources for the course: I strongly suggest that you carefully read them PRIOR to each week's class so you can participate fully in the course. References and/or links for required readings will be posted on Quercus.

Messer, S.B. & Kaslow, N.J. (2020). *Essential Psychotherapies: Theory and Practice (4th edition).* Guilford Press.

You can access the textbook for free through UTSC's library system using this link then going to *View Online*. You'll need to login with your UTORID. There are various methods to access it this way, including through an online browser-based system. Print copies are available from other sources if you prefer that option but please make sure you are using the 4th edition published in 2020.

Essential 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.

III. ASSESSMENTS

Your final grade in PSYC36 is based on points obtained through online comprehension quizzes, self-assessment exercises, three written assignments, and your final exam. Complaints or concerns about grading should be made in writing by email as soon as is reasonably possible and should detail the point of contention.

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. WRITING ASSIGNMENTS (40% total)
Comprehensive assignment guidelines, submission instructions, and supplemental resources will be posted on Quercus. You should review these carefully before starting! DO NOT rely on the brief summaries below!

WRITING ASSIGNMENT 1 (WA1) – IDENTITY/CULTURE REFLECTION (5%) - due OCT 6 by 23:59
LINKED TO LEARNING OUTCOMES 1 & 6

For this brief writing assignment, we ask you to consider how aspects of our *identity* (e.g., culture / race / gender / sexual orientation / ethnicity / age / SES / class) intersect and affect how we think about treatment and mental health. You are welcome (but not required) to write this from a personal perspective. This assignment provides an opportunity to practice and receive feedback on your writing and how to find and incorporate academic sources.

WRITING ASSIGNMENT 2 (WA2) – EVIDENCE BASED TREATMENT (15%) - due NOV 10 by 23:59
LINKED TO LEARNING OUTCOMES 1,3, 4 & 6

For this writing assignment, we ask you to provide an evidence-based treatment recommendation for a fictional character dealing with a specific mental health issue. In broad terms, you will need to
- describe the relevant features of the case including a *target symptom*,
- identify an *empirically-supported* psychotherapy with supporting research,
- consider other factors relevant to *evidence-based practice*
- describe the basic features of *what treatment might look like*

WRITING ASSIGNMENT 3 (WA3) – MECHANISMS OF CHANGE (20%) - due DEC 1 by 23:59
LINKED TO LEARNING OUTCOMES 3,4 & 5

For this writing assignment, we ask you to evaluate one pairing of a *specific* evidence-based psychotherapy for a *specific* DSM5 diagnosis (e.g., Prolonged Exposure and PTSD). You <u>must</u> select from the provided list of options in the assignment guide. Broadly, you will need to

- describe the DSM5 diagnosis including key symptoms
- describe the psychotherapy in terms of theory, treatment features, and key techniques
- identify two theoretically important mechanisms of change, linking these treatment techniques
- present evidence of an empirical test of *one* of these mechanisms

B. **QUICK QUIZZES (16% total – 2% each in best 8/9 attempts) –** see CALENDAR for specific dates
LINKED TO ALL LEARNING OUTCOMES

Beginning in Week 3 and excluding Reading Week, you'll be asked to complete short comprehension quizzes related to class content and required readings. Quizzes will appear on Quercus by 23:59 on Monday and must be submitted by the following Sunday at 23:59. Apart from ensuring your browser does not "time out", there are no time limits for these quizzes. We will drop your lowest score at the end of the term, and you can obtain a max of 1 point if you complete a quiz late but within 1 week of the original due date. Graded feedback will be lagged but released for your review prior to your final exam.

Quizzes are "open-book, non-collaborative". You are welcome to refer to readings, course materials and any of your own personal notes, but you may NOT collaborate with others. To avoid potential allegations of academic misconduct, you must adhere to the following:

- **You are the only person allowed to access, interact with, and submit your quiz.** Allowing someone else to access the questions, content, or answers will be considered a direct violation of <u>the Code</u>.

- **You are NOT allowed to collaborate with anyone else by sharing your work, working together, or using someone else's work to gain an unfair advantage.** Paying for, using, or contributing to any shared material or efforts to collaborate is a direct violation of <u>the Code</u>.

C. **SELF-ASSESSMENT/REFLECTION TASKS (4% total – 2% each) -** due on SEP 20 & DEC 3 by 23:59
LINKED TO PROGRAM LEARNING OUTCOMES ON REFLECTION AND META-COGNITION

Two brief exercises will be posted on Quercus near the start and end of the semester. These are short self-assessment survey tasks that will take approximately 15 minutes to complete.

D. **FINAL EXAM (40%)** – date/time TBD
LINKED TO ALL LEARNING OUTCOMES

Your final exam will consist of multiple-choice and short essay questions, covering content from class and required readings across the whole semester. Date and location will be posted on Quercus once confirmed via Registrar.

IV. PSYC36 COURSE-SPECIFIC POLICIES

Enrollment Status

Attendance in class is restricted to students registered in this section of C36. Auditing is not permitted, except with my written prior approval. 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.

Discussing Confidential Matters

When time permits, there may be a few minutes to discuss straightforward issues or simple questions after class. However, this is not always possible or practical, and *never* the right time or context to discuss accommodations or personal matters. Please email to set up a meeting or use the Calendly scheduling tool to do so. Furthermore, because the classroom is being automatically recorded so lectures can be available electronically, you may wind up being recorded if you ask a question or come to the front of the room. Please keep this in mind when you are discussing a potentially confidential matter (e.g., grades, etc) as recording is continuous during class time.

Questions about Course Content?

If you have a content-related question about the course that is not confidential or personal, the most effective way to get an answer is to post to the Quercus discussion board. You are likely to get a speedier response when any one of the C36 team or one of your peers can reply, and you may very well help students who have similar questions. Please feel free to try to answer your peers' questions, too!

General Email Guidelines

Please use the course email for all Missed Term Work notifications and general inquiries. We will try to answer your emails within 3 business days unless an automatic reply suggests otherwise. A short, focused email with an informative title is most likely to be effective in getting a speedy reply. Please do not use Quercus messaging.

You are welcome to email me at any time. Please keep in mind that the volume of emails I receive during busy stretches of the course can be quite breathtaking, and it often takes me a week (or more!) to reply to non-urgent requests. If you have a truly urgent matter, please feel free to "bump" an email if you are awaiting a reply.

Sharing Personal Info and Mental Health

Most people have experienced a mental health issue or know someone who has experienced one at some point in their lives. With this in mind, please understand that a classroom setting is not the best environment to share 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 to follow the guidelines I provide in class (i.e., the Uncle Roger system).** 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.

Remember, **only trained mental health professionals can diagnose and treat a mental 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.

PSYC36 Missed Term Work Policy

Important Policy Notes for End of Term
- Missed *Final* Exams are handled by the Registrar's Office and should be declared on eService. We do not handle any exemptions or approvals for missing the final, for any reason.
- 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.

For Missed Term Work due to Anticipated Absences
- These could include **university-sponsored obligations** (e.g., varsity/provincial/national level tournament) or **health-related absences** (e.g., planned surgery)
- Please email Dr.Cooper at least 7 business days prior to the affected work. You are welcome to include relevant documentation if you like (e.g., note from coach).
- Typical extensions would be for 1 week from original due date.

For Missed Term Work due to AccessAbility Accommodations
- Please consider contacting Dr. Cooper about accommodations early in the semester!
- In most cases, extensions would be for 1 week from original due date, with longer extensions for written assignments potentially possible in conjunction with consultation with AccessAbility

For all other extension requests, see figure and links below

1. "MTW Form" → Request for Missed Term Work Accommodations Form
2. Contact email for most requests → PSYCH.C36.UTSC@GMAIL.com

Situation	Quizzes	SA/R Survey	Assignments 1, 2, and 3
AccessAbility Accommodations tied to request (for longer extensions, email Dr. Cooper)	Email PSYC36; automatic extension max 1 week	Email PSYC36; automatic extension max 1 week / last day for term work	Email PSYC36; automatic extension max 1 week
Acute illness, injury, bereavement, or religious holiday	First missed/late quiz dropped / Other late quizzes eligible for 50% marks within 1 week of due date	MTW → PSYC36 email; automatic extension max 1 week / last day for term work	MTW → PSYC36 email; automatic extension max 1 week

For missed accommodations due to ongoing illness/emergency (e.g., you are sick for more than a week), please send another request to Dr. Cooper, noting clearly in your subject line that it is a second request.

Do not wait for a response to resume work!
- Complete your assignment via Quercus as soon as you are able.
- Check your UofT email and course announcements for any updates to due dates/requests.
- For Written Assignments, submit your completed work by email to the course email AND through the Quercus submission portal

Using Generative AI in PSYC36
Generative AIs like ChatGPT or AI-assisted tools like Grammarly have had an enormous, disruptive effect on education and academic spaces in a relatively short period of time. I urge you to spend some time reading about the projected <u>environmental impact</u> of AI tools and their <u>complex relationship with plagiarism</u>.

This is a set of core policies related to generative AI technologies in PSYC36. You must adhere to the following stipulations, or I will consider it a breach of academic integrity:

1) **Under no circumstances are you allowed to submit <u>any</u> of my course materials (e.g., class notes, assignment guidelines) into generative AI software or related websites or apps, *for any reason*.** Doing so will be considered a breach of academic integrity, <u>regardless</u> of whether the related task is otherwise allowed.

2) **You <u>cannot</u> use generative AI or AI-powered tools while completing quizzes or exams for PSYC36.**

3) **In the context of written/presentation assignments:** use of generative AI / AI-related programs is limited to *preparatory* steps in the process of working on your assignments including: assisting with literature searching, summarizing information from sources, or producing a skeletal outline for your paper or presentation. However, you may <u>not </u>use generative AI tools to complete *any* written work that is submitted for grading or feedback (including writing tools like Grammarly). You may not use AI-assisted tools to script or present work.

4) **If you choose to use generative AIs for your assignments, you <u>must</u> document your use in an appendix** for each assignment, including what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work, including citations per <u>U of T Libraries guide</u>.

5) **In the context of reviewing course materials or creating your own notes for studying:** you are free to use generative AI tools as long as you adhere to the other rules noted here.

6) I reserve the right to ask you to explain your process for developing and creating your assignments, and to adjust grading on the basis of use of generative AI supports.

Please do not assume that any specific application of AI that isn't listed here is necessarily acceptable. If you have any questions about the use of AI applications for course work, please speak with me!

Be careful about services offering grammar help, essay editing and proof-reading (through either human labour or AI methods). If these services take a draft of your work and significantly change the content and/or language <u>or</u> generate content that you did not write yourself, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters.*

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

It is much more effective (and safer!) to bring your draft to UTSC's Writing Support program as early as you can. If you are particularly concerned about writing in English, you may wish to contact the English Language Development Support program.

V.   GENERAL POLICIES & STATEMENTS

Land Acknowledgment

For thousands of years, the land on which University of Toronto operates 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 – we are grateful to have the opportunity to work on this land.

Equity, Diversity, and Inclusion

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.

Disability-Related 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 (http://www.utsc.utoronto.ca/ability/) 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. Please contact 416-287-7560 (tel/TTY) or email ability.utsc@utoronto.ca for more information.

Religious Accommodations

The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling timed, compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like an in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (2 weeks), so that we can work together to make alternate arrangements.

Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at https://q.utoronto.ca. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for **PSYC36 – PSYCHOTHERAPY**. You may need to scroll through other cards to find this. Click on the **PSYC36 – PSYCHOTHERAPY** link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me ASAP if you think there is an error in any grade posted on Quercus.

Recording/Sharing of Classroom Material by Students

Recording or photographing any aspect of a university without prior approval of all involved and with written approval from the instructor is not permitted. Uploading materials from this class to an online repository is also not allowed and is a crappy thing to do.

University's Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (https://uoft.me/pdt-faq).

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.

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

COURSE CALENDAR

Date	Topics	Readings	Quiz Due	Assignments
SEP 9 WEEK 1	Course Overview & Key Concepts	M&K Chapter 1 Syllabus		
SEP 16 WEEK 2	Does it work? ESTs, EBPs, efficacy & effectiveness	Dozois et al. (2014) Rutledge et al. (2018)	SEP 22 Quiz 1	SEP 20 SA1
SEP 23 WEEK 3	*How* does it work? Mechanisms of change	Kazdin (2009)	SEP 29 Quiz 2	
SEP 30 WEEK 4	Common Factors & Culture/Identity	Benish et al. (2011) *check Quercus for other optional readings*	OCT 6 Quiz 3	OCT 6 WA1
OCT 7 WEEK 5	Behaviour Therapy	M&K Chapter 4	OCT 20* Quiz 4	
OCT 14 WEEK 6	**NO CLASS – THANKSGIVING HOLIDAY**			
OCT 21 WEEK 7	Cognitive & Cognitive-Behavioural Therapy	M&K Chapter 5	NOV 3* Quiz 5	
OCT 28 WEEK 8	**NO CLASS - READING WEEK**			
NOV 4 WEEK 9	Third-Wave CBTs	M&K Chapter 6	NOV 10 Quiz 6	NOV 10 WA2
NOV 11 WEEK 10	Psychodynamic Therapy	M&K Chapter 3	NOV 17 Quiz 7	
NOV 18 WEEK 11	Interpersonal Therapy & Brief Dynamic Approaches	M&K Chapter 12	NOV 25 Quiz 8	
NOV 25 WEEK 12	Person-Centered & Emotion- Focused Therapies	M&K Chapter 7	DEC 1 Quiz 9	DEC 1 WA3
DEC 2 WEEK 13	Transdiagnostic Approaches & The Future of Psychotherapy	Barlow et al. (2017) Harvey & Gumport (2015)		DEC 3 SA2
DEC 3 WEEK 13b	Course Closeout / Review			