

Winter 2025

Instructor: Amanda A. Uliaszek, Ph.D, C.Psych (she/her)

Pronounced (yoo-'LIE'-zik)

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Teaching Assistants:

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COURSE OVERVIEW

Class time and location:

Wednesdays 1-3 pm IA2040

University of Toronto Scarborough Land Acknowledgment

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.

Course Objective:

This course will provide students with an introduction to prominent schools of psychotherapy, including prominent cognitive-behavioural models, third-wave therapies, and couple and family interventions. The class will first examine cultural adaptation to treatment, evidence-based practice, and common therapeutic factors, before going into the specific symptom and treatment rationales of each type of psychotherapy.

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 symptom rationale, treatment rationale, and treatment targets

COURSE LOGISTICS

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 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 Psychotherapy:PSYC3. You may need to scroll through other cards to find this. 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 as soon as possible if you think there is an error in any grade posted on Quercus.

Office Hours: Wednesdays 10:30-11:30 beginning January 22 2025

Office hours are conducted in drop-in format through Zoom for the entirety of the semester (please use link below). You will be held in the waiting room until it is your turn to speak to the professor. Office hours should be used exclusively for course-related matters. Additional office hours can be made by appointment if the student has a work, personal, or class-related conflict at the normal time. Remotely attending office hours requires the student to participate from a location offering reasonable privacy and noise level. Students should turn on their camera and microphone and their Zoom name must reflect their preferred name plus last name.

Join Zoom Meeting

<https://utoronto.zoom.us/j/81835934200>

Meeting ID: 818 3593 4200

Passcode: PSYC36

Behavioural Expectations

Students, teaching assistants, and the professor are expected to be on time (by 10 minutes past the hour), paying attention, not using a cell phone, or using a computer for non-class activities (e.g., Netflix, emails). 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.

Trigger Warning and Mental Health Subject Matter

Lectures will often touch on difficult emotions, experiences, and behaviours and some of the material may be triggering to some students. Feel free to review the syllabus and reach out to the professor for ways to approach the class in a healthy way. Please note that there are multiple resources offered to students, including several via the Health and Wellness Centre (<https://www.uts.utoronto.ca/hwc/>), as well as external services like helplines: Distress Centre (416-408-HELP), Good2Talk (866-925-5454). In addition, if you are currently experiencing a physical or mental health issue that will significantly interfere with your ability to participate in this class, you should seek out AccessAbility consultations as soon as possible so your grade is not affected (see below). Finally, class time and office hours are not to be used to discuss personal mental health matters (either regarding the student or someone known to the student). Neither the professor or the teaching assistants will provide mental health advice and will instead refer the student to the Health and Wellness Centre.

Assignments and Marking Schemes

Syllabus Quiz (5%):

Students will take an online quiz based on the material found in the syllabus. The purpose of this assignment is to ensure that the students have thoroughly reviewed and understand the syllabus.

Identity and Psychotherapy EDIA Writing Assignment (15%):

This writing assignment is a 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.

Midterm Exam (20%)

Students will complete an in-class multiple-choice and short-answer exam. The exam must be completed during class. All lectures and readings to date will be covered.

Research Presentation (25%)

Students will choose a DSM-5 mental disorder from an approved list and select two psychotherapies (those reviewed in class). They will make a slideshow presentation reviewing the symptoms of the disorder and the symptom and treatment rationales for each psychotherapy. They will then review the research evidence for each psychotherapy in treating that disorder. The presentation will be audiorecorded, using the slideshow as the visual aid, and submit the recording via Quercus

Final Exam (35%):

There will be a comprehensive exam during finals week. This will include both multiple-choice and short answer questions. Exam will include material from lectures and assigned readings.

Course Details

	Topic	Assignment
Week 1 1/8/2025	Introduction to Psychotherapy	
Week 2 1/15/2025	Evidence-Based Practice	<i>Syllabus Quiz due</i>
Week 3 1/22/2025	Common Factors in Psychotherapy Efficacy and Humanistic	<i>Reading 1</i>
Week 4 1/29/2025	Psychodynamic Therapies	<i>Reading 2</i>
Week 5 2/5/2025	Cognitive Therapies	<i>Reading 3</i>
Week 6 2/12/2025	Behaviour Therapies	<i>Identity and Psychotherapy EDIA Writing Assignment due</i>
	READING WEEK: February 17-21	
Week 7 2/26/2025	In-Class Midterm	
Week 8 3/5/2025	Mindfulness-Based Psychotherapies	<i>Reading 4</i>
Week 9 3/12/2025	Dialectical Behaviour Therapy	<i>Reading 5</i>
Week 10 3/19/2025	Acceptance and Commitment Therapy	
Week 11 3/26/2025	Emotion-Focused Therapy	<i>Research Presentation Due</i>
Week 12 4/2/2025	Couples and Family Therapy	<i>Reading 6</i>

Course and Departmental Policies

Submission of Coursework:

All coursework should be submitted via Quercus as a file attachment. No assignments should be sent via email to the professor or teaching assistant.

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.

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 me and/or the AccessAbility Services Office as soon as possible.

AccessAbility Services staff (located in Rm IA5105, Sam Ibrahim Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability.uts@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Syllabus Changes:

The professor may make 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 you will be notified when this occurs through Quercus.

Course Materials and Access:

This course is limited to registered students only. Allowing unregistered students or other people access to the class or any class-related materials is not permitted. 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, distributing video or audio recordings from this class is prohibited unless written permission has been granted by the professor or for students with specific accommodations to do so. In this course, you are permitted to download materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the professor.

Email Communication:

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., "PSYC73 - question about Mindfulness"). Emails to the professor should address her as "Dr. Uliaszek" or "Professor Uliaszek". 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.

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.

Religious Accommodations

The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other 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 a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with

sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Use of Generative AI

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. 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.

Late and Missed Work and Absence Policy: Winter 2025

Syllabus Quiz Identity and Psychotherapy EDIA Writing Assignment Research Presentation	
Allowable Extension	<p>You must email the instructor within 24 hours of the due date providing an explanation for the needed extension. It is fine to email early!</p> <p>Please do not send medical documentation, personal health information, or more than a brief description of absence explanation.</p> <p>The instructor will reply within 48 hours and let you know what, if any, extension is being provided.</p> <p>If an extension is provided and you do not submit by that new date, the late penalty will imposed.</p>
Late work without allowable extension	10% will be deducted each day of late submission starting at 12:01am on day after due date
Midterm Exam	
Allowable absence	<p>You must email the instructor within 24 hours of the midterm exam providing an explanation for the absence.</p> <p>Please do not send medical documentation, personal health information, or more than a brief description of absence explanation.</p> <p>A makeup midterm will be provided within one week of the scheduled exam.</p>
No allowable absence	Student will receive a 0 on the midterm exam

What is an allowable absence or excuse for late work?

- Allowable absences or excuse for missed work include illness, emergency, bereavement, or extreme mitigating factors.
- The following reasons are not considered sufficient for missed work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, or work commitments.
- 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.
- 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.

What if I miss the final exam?

- Missed final exams are handled by the Registrar's Office and should be declared on eService.

Other important information:

- 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.

AccessAbility:

- If an extension is desired and it is within the scope of your accommodation letter you don't need to do anything! The instructor will adjust Quercus to include your accommodation automatically.
- If your desired accommodation is outside the scope of your accommodation letter (e.g., your letter includes "extensions of up to 7 days" but you need more time than that), contact your AccessAbility consultant and have them write to the course instructor detailing the accommodations needed.