

PSYC*6580, Course Outline: Fall 2017

General Information

Course Title: Models of Psychotherapy

Course Description:

This course will provide an introduction to psychotherapy with children and adolescents, highlighting evidence-based practice as well as factors that promote successful therapy across theoretical orientation. Emphasis will be placed on developing strong self-reflective skills as an emerging therapist. Diversity issues will be addressed throughout with a focus on the process of becoming a culturally competent psychotherapist. Although major theoretical approaches will be covered in the course, including, Child-Centred Play, Behavioral, Psychodynamic and Family Systems therapies; there will be an in-depth and experiential focus on Cognitive-Behaviour therapy.

Credit Weight: .50

Academic Department (or campus): Psychology

Semester Offering: Fall

Class Schedule and Location: 11:30-2:20, Mackinnon 306

Instructor Information

Instructor Name: Margaret Lumley

Instructor Email: mlumley@uoguelph.ca

Office location and office hours: Mackinnon Ext. 3012, by apt.

Course Content

Specific Learning Outcomes:

Several specific learning outcomes are targeted in this graduate seminar including but not limited to improved literacy skills, improved critical writing skills, scientific knowledge integration, exposure to knowledge mobilization issues when science and practice connect, discussion skills, presentation skills, evaluation skills.

Classes will consist of some lecture time to present core course content illustrated with some audio/visual material and case studies. A significant portion of time will consist of class discussion and experiential application. Students generally learn best and have the most rewarding classroom experiences when they are involved. As such, I will strive for this class to be engaging and interactive.

**Lecture Content:
Schedule of Topics and Important Dates**

Date	Topic	Readings
Sept 12	Child/Adolescent therapy fundamentals Evidence informed practice; Self-Awareness	APA Task Force Evidence Based Practice
Sept 19	<u>Diversity Competence</u> <u>Child-Centred (Humanistic) Play Therapy</u>	Sue et al.; CPA Guidelines; Landreth 2, 5
Sept 26	<u>Child-Centred (Humanistic) Play Therapy</u>	Landreth 6, 9, 10
Oct 3	<u>Behaviour Therapy</u>	Shapiro et al. Ch 2 Chorpita Manual 197-212
Oct 10	<u>Thanksgiving Holiday No Class</u>	M -CBT 1-34 (sorry...)
Oct 17	<u>Cognitive-Behaviour Therapy</u> Readings DUE for Workshops <i>(Experiential Seminars: Introducing CBT model and getting buy-in 1. Adolescent 2. Child)</i>	Shapiro et al. Ch 4 Friedburg & McClure PDF M-CBT 45-65
Oct 24	<u>Case Formulation: Across Systems</u> <u>Professional Issues Workshops</u> 1, 2, 3	Readings TBA
Oct 31	<u>Professional Issues Workshops</u> 4, 5, 6	Readings TBA
Nov 6	<u>Professional Issues Workshops</u> 7, 8, 9	Readings TBA
Nov 13	<u>Practicing Positive CBT</u> <i>(Experiential Seminars: 3. Behavioural Activation 4. Mood Monitoring)</i>	Bannink (excerpt TBA) M-CBT 86-101, 66-85
Nov 20	<u>Psychodynamic Therapy</u> <i>(Experiential Seminars ANXIETY 5. Psychoeducation: Exposure 6. In vivo Exposure 7. Imaginal Exposure)</i>	Shapiro et al. Chapter 4 Chorpita Manual 53-69, 130-163
Nov 27	<u>Family Systems Therapy</u> <i>(Experiential Seminars 8. Addressing Maladaptive Thoughts 9. Treatment Engagement)</i>	Shapiro et al. Chapter 5 M-CBT 101-119, 188-209
Thursday Nov 30	<i>Take Home Cumulative Assignment Due – NO CLASS</i>	

Course Assignments and Tests:

1) PARTICIPATION -25%

Your participation mark will be based on the instructor's assessment of your engagement with all of the in-class components of this course.

2) PROFESSIONAL ISSUES WORKSHOP - 35%

PRESENTATION/WORKSHOP COMPONENT 20%: Due Oct 24, 31, Nov 6

Generate a **MAXIMUM 30-minute interactive workshop** on an important professional issue relevant to the practice of psychotherapy. Remember, a key aspect of this assignment is to effectively engage the class in your topic. You will be graded on accuracy and appropriateness of content, your presentation style, organization, but also on **larger class engagement, and originality/creativity**. Your mini-workshop can be structured with a brief didactic component (overview of topic) and then an applied exercise or case study (other organizational structures are possible too). Note about slides if you choose to use: LESS IS MORE! Do not just post notes to read in front of class. Use slides for visual anchor and key points only. Use of visual information and applied exercises is important!

PAPER COMPONENT 15%: Due the week after you present your workshop

This is a brief written companion to your workshop that in a sense documents your process preparing for the workshop. For the paper, you will synthesize literature (theoretical, empirical and applied readings) related to your workshop topic. Although I am looking for a concise and critical review of the literature related to your topic, I am also looking for **your voice**. Your paper should be structured such that you also provide your reflection on this topic. What is your analysis of this issue? How has a review of this research/topic affected your thinking? How do you think the research that currently exists should inform the practice of psychotherapy related to your topic? What research do you think is yet to be done on this topic? (Maximum **6 page double-spaced, excluding cover page and references**).

EXAMPLE PROFESSIONAL ISSUES WORKSHOP TOPICS:

Aspects of Diversity and Psychotherapy

Self-Disclosure and Psychotherapy

Stigma and Psychotherapy

Re-traumatization in Psychotherapy

Boundaries in Psychotherapy with Youth**Compassion Fatigue****Online Therapy****Therapy Apps****Termination in Psychotherapy****Building Bridges: Science/Practice Divide****3) EXPERIENTIAL SEMINAR AND REFLECTION PAPER -20%**

There will be nine experiential seminars in which student pairs will have a chance to 'try on' the Modular CBT approach for depression and anxiety (as therapist, client, and observers). Students will be assigned one of the nine topics from two CBT treatment manuals. They will form pairs to alternate role of therapist/client. This course element is conceived as a group learning experience for everyone's benefit and will be evaluated as such (i.e., your mark will reflect your engagement in the process and **willingness to try and take risks** rather than level of polished performance).

At the beginning of the class immediately following your experiential seminar, you are responsible for submitting a brief (1-2 page single-spaced) reflection on your experience with M_CBT as a therapist (and, if you like, client) (e.g., How did it feel? What worked/didn't work for you? What would you do differently next time? What did you like/not like about this module? etc.)

FORMAT FOR EXPERIENTIAL SEMINARS:

Seminars will be scheduled during the latter portion of the class. You should count on no more than **20 minutes to demonstrate each module**, with the remainder of time for class discussion, participation.

4) Take Home Summative Assignment – 20% due November 30, 2016

This assignment will assess your emerging ability to apply Humanistic, CBT, Psychodynamic and Family Systems models of psychotherapy simultaneously to one case for formulation and treatment planning. This is meant to be a summative review of central course material and hopefully an excellent preparation for your QE and ongoing clinical work.

Course Resources

Additional readings may be added at instructors discretion

APA Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. *The American psychologist*, 61(4), 271.

Bannink, Fredrike (2012). *Practicing Positive CBT*. John Wiley & Sons: West Sussex, UK (Selected chapters)

Chorpita, B. (2007). *Modular Cognitive-Behavioral Therapy for Childhood Anxiety Disorders*.

Guilford Press: New York. (optional to purchase)

CPA Guidelines for Non-Discriminatory Practice (2002)

Friedberg, R. D., & McClure, J. M. (2002). *Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts*. Guilford Press: New York.

Landreth, G. L. (2012). *Play Therapy: The Art of the Relationship, third edition*. Taylor & Francis: New York. (Selected chapters)

**Nguyen-Williams K., & Crandal, B. R. (2015) *Modular CBT for Children and Adolescents with Depression*. Newharbinger: Oakland.

Shapiro J. P., Friedberg, R. D., & Bardenstein, K. K. (2006). *Child and Adolescent Therapy: Science and Art*. John Wiley & Sons: New Jersey (Selected chapters)

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286. doi:10.1037/0003-066X.62.4.27

****Please purchase**

Course Policies

Grading Policies

Assignments are to be completed on the date specified in the syllabus. Late assignments will lose 10% per day.

[Graduate Grade interpretation](#)

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for [Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).
[Current Graduate Calendar](#)