

PSYC*6610, Course Outline: Fall 2020

General Information

Course Title: Advanced Child and Adolescent Psychotherapy

Course Description:

This course is designed to add breadth and depth to earlier coursework and practica in the Clinical Child and Adolescent Psychology program. Specifically, students will add depth in integrating the science and art of therapy through discussions of common factors, evidence-based practice and diversity, exploring their own identity and style as a clinician, and learning about the application of CBT in a health psychology context. Breadth will be achieved by introducing Acceptance and Commitment Therapy (ACT), Dialectical Behavioral Therapy (DBT), and Emotion Focused Therapy (EFT) and EF Family Therapy (EFFT), Motivational Interviewing (MI), and aspects of parenting (e.g., co-parenting through divorce).

Credit Weight: 0.5

Academic Department: Psychology

Semester Offering: Fall 2020

Class Schedule and Location: Fridays from 12:30 to 3:30. ONLINE.

Instructor Information

Instructor Name: Barbara A. Morrongiello

Instructor Email: bmorrong@uoguelph.ca

Office hours: By appointment

Course Content

Specific Learning Outcomes (LO):

At the end of this course, successful students will be able to:

1. Identify and describe common factors in psychotherapy.
2. Delineate the difference between empirically-supported and evidence-based practice and describe diversity considerations in these contexts.
3. Explain the basics of IPT, ACT, DBT, EFT/EFFT, and MI including identifying the basic principles, common techniques, appropriate populations, and evidence-base.
4. Interpret the course content in the context of their own professional development, reflecting on their development as a clinician.
5. Explain and demonstrate a specific psychotherapy technique or skill of interest to developing clinicians with consideration of diversity issues.

6. Be a fully engaged participant in activities demonstrating aspects/techniques of psychotherapy.
7. Actively reflect on their strengths and challenges as a developing clinician, interpersonal styles, biases, and coping strategies.
8. Demonstrate appropriate academic independence, tolerance of a degree of uncertainty, personal organization, and time management in completing assigned course tasks.

Through the above learning outcomes, this course is intended to address several CCAP Competencies as outlined in the table below.

| CCAP Competencies and Facets | Level* | Specific LO |
|--|---------------|--------------------|
| Professionalism & Interpersonal Relationships | | |
| 1. Demonstrates knowledge of theories and empirical data regarding relationships (e.g., interpersonal relationships, power relationships, therapeutic alliance, interface with social psychology, etc.) | Advanced | 1, 2 |
| 2. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits) | Advanced | 5, 7, 8 |
| 4. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one's competence) | Advanced | 5, 6, 7, 8, 9 |
| 7. Engages in reflective practice and adjusts personal approach, as needed, in professional contexts (e.g., self-care, communicating with colleagues, seeking supervision or feedback) | Intermediate | 1, 5, 6, 7, 8, 9 |
| Intervention & Consultation | | |
| 1. Demonstrates knowledge of major evidenced-based intervention theories and approaches with individuals and systems (e.g., children, families, groups, organizations). This includes demonstrating respect for the positive aspects of all major intervention approaches, with an openness to varied viewpoints and approaches. | Advanced | 1, 2, 3, 4, 6, 7 |

Lecture Content:

The course format is a combination of lecture-based and more active learning. Attendance and active participation in the class are expected. Whenever possible, experiential activities will be prioritized and will include: role-plays, discussion, and analyses of demonstrations. Together we

will practice and discuss various psychotherapy techniques. To facilitate and fully benefit from these experiential components, a willingness to engage and take risks is required. None of us is perfect and we can only make progress through practice of skills.

My role and responsibilities are as follows: To engage your interest, develop your understanding, and support your exploration of issues in psychotherapy. To facilitate your learning by assigning relevant readings, delivering brief lecture-based material (either myself or via an appropriate expert), and focusing on active practice. Encourage and foster an open class environment that facilitates lively discussion and role-plays. Be available to answer your questions in class, by email, and by appointment. Provide fair evaluation. Adhere to this syllabus. In exceptional circumstances, changes may need to be made to the syllabus. In such cases, I will announce the changes in class as soon as possible.

The class is intended to be a safe environment for people to take risks and reflect on their approach. All students are asked to agree to the following:

- 1) come to class ready to encourage themselves and others in their attempts to challenge themselves;
- 2) contribute to a kind, supportive and constructive class environment with a balance of positive and specific constructive feedback to build skill and confidence in others;
- 3) respect the privacy of class members and the instructor. Any private information including personal information shared in discussions or role-plays, feedback received by or from another student, and anything recorded (if applicable), is to be considered private and not to be shared with anyone outside this course or small group discussion.
- 4) **not share the prepared course materials. *The materials prepared by the instructor are not to be disseminated to anyone outside this course unless given specific written permission by the instructor to do so. Failure to comply will result in a loss of 10% off your final grade.***

Schedule

- *We will start each class with a relaxation or mindfulness activity; the leader chooses and we will rotate leader status after I do the first class. Please have these written out and share them with the class/me via email after you deliver it. This is a great way to build our resources 😊*

| Class | Date | Topic |
|-------|---------|---|
| 1 | Sept 18 | Introduction: - Common factors, models of change - Diversity/Culture considerations - Evidence-based therapy |
| 2 | Sept 25 | Interpersonal Therapy (IPT) |
| 3 | Oct 2 | Emotion Focused Therapy (EFT) |

| | | |
|----|--------|--|
| 4 | Oct 9 | Emotion Focused Family Therapy (EFFT) – Dr Tamara Berman, guest speaker |
| 5 | Oct 16 | Working with Parents: Attachment/Family of Origin considerations Parenting x Child Mental Health Co-Parenting Through Divorce |
| | Oct 23 | Dialectical Behavioral Therapy (DBT)- Overview |
| 7 | Oct 30 | DBT – Tools and Techniques, and Parenting Support |
| 8 | Nov 6 | Acceptance and Commitment Therapy (ACT) - Overview |
| 9 | Nov 13 | ACT – Tools and Techniques (Matrix introduced) |
| 10 | Nov 20 | Motivational Interviewing (MI) |
| 11 | Nov 27 | Other Therapies: - Play Therapy - Art Therapy - Telepsychology (Online Therapy) |
| 12 | Dec 4 | Self-Compassion, Outcome Measures, Some Ace in the Pocket Techniques ☺ |

Course Assignments and Tests:

| Assignment or Test | Due Date | Contribution to Final Mark (%) | Learning Outcomes Assessed |
|---|--|---|---|
| Class participation | Throughout semester; divided into first half (10%) and second half (10%). Feedback will be given on the first half of the semester by October 27 th | 20% | 1, 2, 3, 4, 7, 8, 9 |
| Reflection papers | Throughout semester by noon on one of these day: - Sept 30 - Oct 14 - Oct 28 - Nov 11 - Nov 25 | 40% Submit 4 total (pick any 4 dates). Each reflection is worth 10%. | 1, 2, 3, 4, 5, 8, 9 |
| Presentation of a psychotherapy technique/skill | Throughout semester; resource is due the Sunday before your assigned class by noon | 15% | 3, 6, 8, 9 (also possibly #4 depending on topic) |

| Assignment or Test | Due Date | Contribution to Final Mark (%) | Learning Outcomes Assessed |
|---|-----------------|---------------------------------------|-----------------------------------|
| Take-Home Exam (handed out in last class) | Dec 14 by noon | 25% | 1-9 |

Additional Notes:

Topics discussed in the course may elicit unexpected emotions, previous personal experiences, challenges, and run counter to your opinions. Your grade in the class does not depend on your willingness to disclose any highly personal thoughts, ideas, and experiences. However, you are expected to contribute to the class discussion frequently in an informative and thoughtful manner, and are expected to engage with the readings and the materials in a way that enhances your own and your colleagues' learning. In other words, grades will be based on willingness to participate and engage, rather than willingness to disclose personal details.

Class Participation (20%)

You are expected to attend and to contribute to the discussion and activities in all classes. Your class participation includes both general discussions as well as thoughtful, consistent contributions to the in-class activities (e.g., role plays) that we will complete in class. Although the quantity of your ongoing contributions will be considered, the quality is very important. Participation is worth 20% of your grade; feedback will be provided after the first 6 classes (between October 26th and 29th). Throughout the semester, you will be expected to participate in role plays. Although this type of activity is often challenging and can be uncomfortable, it is crucial for acquiring new clinical skills. For full participation marks, you are expected to fully engage in the activities. I am committed to creating a safe and respectful atmosphere where you can practice various skills through role-plays comfortably (and of course, I will join in as well!).

| | Participation & engagement in large group discussions | Participation & engagement in other activities | Contributions to learning environment | Demonstration of knowledge of material and preparation |
|----------|--|---|--|--|
| 5 | Outstanding. | Outstanding. | Uniformly positive (e.g., supports others, expertly achieves meaningful participation without dominating). | Outstanding. Has clearly read and engaged with the readings/material at a complex level. |
| 4 | Uniformly very good to excellent. | Uniformly very good to excellent. | Positive | Very good to excellent grasp and engagement with the readings / material. |

| | Participation & engagement in large group discussions | Participation & engagement in other activities | Contributions to learning environment | Demonstration of knowledge of material and preparation |
|------------|--|---|---|--|
| 3 | Adequate to good. Engagement at times superficial. | Adequate to good. Engagement at times superficial. | Neutral | Regular but at times superficial. |
| 2 | Low to variable, superficial. | Low to variable, superficial. | At times may be negative (e.g., difficulty finding the balance between staying quiet and dominating the discussion). | Occasional but often superficial. |
| 0-1 | Non-existent to very low. Only when called upon. | Non-existent to very low. | Negative (e.g., may derail discussion or activities through unrelated comments, not supportive of others, unaware of effect on others). | Does not appear to have engaged with the material or prepared for class. |

Reflection Papers (40%)

Students are asked to write reflections on the material covered in the course. The readings and other course materials will inspire your reflections and you need to demonstrate that you have engaged with the material. However, do not simply describe the material of the course. This form of evaluation is being used to give you free rein to explore, on both a professional and a personal level, the readings and discussions throughout the semester. Possible issues for consideration include but are not limited to the following: factors that influence the course of therapy; goals of therapy; the art and science of therapy; ethical concerns; therapeutic models and personal style; your professional areas of strength and areas of discomfort and/or weakness; personal beliefs and blind spots as they relate to delivery of psychotherapy (e.g., IPT, ACT, EFT, MI, DBT); and possible integration across schools of therapy. You also can react to readings, class discussion, or an aspect of a therapy technique/tool/model presented.

You may use the first person. You do not have to follow APA format. This exercise is not intended to be a series of tightly knit essays but an exploration of your informed views and perspectives on the course content. You can submit 4 reflections. The reflections are to be submitted to me directly (bmorrong@uoguelph.ca) by noon for the listed dates (these were selected to distribute my workload- you can cover any topic at any time). Each reflection should be no longer than 2 pages single-spaced, or 4 pages double-spaced (font size 12, Times New Roman 0.5-inch margins).

NOTE: All information in the Reflection Paper will be treated as confidential

Reflection Rubric (0 to 10; 4 reflections each worth 10% of your final grade)

| | Depth of reflection on theories, concepts, strategies presented in course/materials | Incorporation of own voice / perspective / interpretation | Illustration via examples | Implications for own clinical practice |
|------------|--|--|----------------------------------|---|
| 10 | Outstanding and complex | Clear and compelling throughout | Clear, detailed, well-chosen | Thoroughly yet succinctly detailed |
| 8-9 | Very good to excellent | Generally clear and compelling | Consistent and relevant | Clear and frequent |
| 6-7 | Adequate to good | Present at a basic level | Occasional and relevant | Occasional and/or unclear |
| 3-5 | Superficial | Minimal, superficial | Not provided or irrelevant | Minimal, superficial |
| 1-2 | No reflection present | Unclear and/or not present (i.e., recitation of facts) | Not provided | No implications given |
| 0 | No reflection paper submitted | | | |

Presentation with an active component (15%)

Students are expected to prepare a brief presentation and an engaging class activity on a psychotherapy technique or skill. The presentation and activity should address the technique/skill from start to finish (i.e., how it would be introduced to the client through to debriefing or knowledge check following the technique or skill). The purpose of this assignment is to expand your knowledge about and practice your delivery of therapeutic techniques and skills. You will rate your top 3 choices in the first 2 weeks of class; I will use these ratings to provide the final assigned topics. The topics include various therapeutic techniques that will not otherwise be explicitly practiced in class but are tied to class topics and therefore have constraints on the dates available. I have tried to steer away from techniques that you have likely demonstrated in previous classes; please do not choose a technique that you have been assigned in a previous class. There is a list given below- *select from this list*.

NOTE: If you have taken formal training (workshop, course) in a select modality (e.g., ACT), the please do not pick a technique from that modality. Challenge yourself and try something new.

| Skill or Technique | Eligible Dates |
|---|----------------------------|
| Parenting Strategy: How to implement a <i>behavior change program</i> using reinforcement and/or time out or anything else 😊 PICK A PROBLEM BEHAVIOR (e.g., child to stay/sleep in their own bed, or comply with a chore request) and explain how to implement a behavior change program to achieve it. Discuss principles to apply and how to do so. | Parenting: Oct 16 – week 5 |
| DEAR MAN | DBT: Oct 30 – week 7 |
| THINK (esp good to teach parents, along with Validation which Barb will cover) | DBT: Oct 30 – week 7 |
| Diffusion | ACT: Nov 13 – week 9 |
| Committed Action | ACT: Nov 13 – week 9 |
| Rolling With Resistance | MI: Nov 20 – week 10 |
| OARS (open ended Qs, affirmations, reflection, summaries) | MI: Nov 20 – week 11 |

This assignment is to be completed individually. The first portion will be didactic followed by a practical/applied component (e.g., role play); the entire length should be no longer than 35 minutes.

- Didactic Presentation and Accompanying Resource:** The presentation should provide a brief introduction to the skill or technique. The presentation should provide relevant details that would facilitate our understanding and ability to use the technique (e.g., the who, what, when, where, why, how of the skill or technique); it may help you to think about what YOU would want to know before deciding whether or not to use a given technique or teach a particular skill. This didactic portion should be a maximum of 10 minutes in length, and can include visual aids such as a PowerPoint presentation.
 - You will create a user friendly “cheat sheet” or resource for the class on your topic, including the major points from your presentation and a list of a few key resources, tips, and tricks. The format of this resource is up to you (e.g., copy of your slides, handout) but it should be brief. This resource is due by noon the Sunday before your presentation date and is to be submitted to each class member and the instructor (bmorrong@uoguelph.ca) via email.
- Applied Component:** The second portion of the presentation will include an active/applied component that will “bring the topic to life”. The activity chosen for this portion of the assignment will vary depending on each topic but should be chosen carefully to facilitate further understanding. It can include various activities such as

individual demonstrations, paired role plays, case studies completed collaboratively with classmates, etc. The applied component should be engaging, relevant, and informative for the class and be 20 minutes in length.

Presentation Rubric (out of 63 points worth 15% of your final grade)

| Category | Scoring Criteria | Out of |
|----------------------------------|---|---------------|
| Content | Clear, succinct, accurate overview of technique or skill, providing the basic information one would need to understand what the technique involves and how to complete it | 15 |
| | Technique clearly and accurately situated in the context of the relevant theoretical orientation(s) | 2 |
| | Developmental and diversity considerations outlined | 5 |
| Handout | Handout is well organized, interpretable by the audience, succinct, and consistent with didactic presentation. | 5 |
| | Handout provides a list of key resources | 1 |
| Activity | Activity is relevant and well designed to teach the technique or skill to the audience (appropriate level, enhances understanding) | 15 |
| Delivery | Presentation and activity are well organized and both are independently delivered within respective time limits | 5 |
| | Student is an active (vs. passive) facilitator of the activity, problem-solving and adapting as needed | 5 |
| | Delivery is engaging (good eye contact, pacing, volume, etc.) | 5 |
| Overall comprehensiveness | Technique or skill has been described/demonstrated from start to finish (via the didactics and/or activity) | 5 |

Course Resources

Required Texts:

There are no required texts for this course. Please see the schedule above for the readings. The readings will be provided to you.

The readings are to be completed prior to class so that you will derive maximum benefit and can meaningfully contribute to class discussion and activities. Please also note that the Reflection Papers will be, in part, inspired by the readings.

Recommended Texts:

None. Readings will be provided throughout the course by the instructor.

Course Policies

Grading Policies

This course follows the University-wide grading interpretation as outlined in the [Graduate Grade interpretation](#) and in the table below:

| Percentage Grade | Letter Grade | Description |
|------------------|--------------|---|
| 90-100 | A+ | Outstanding. The student demonstrated a mastery of the course material at a level of performance exceeding that of most scholarship students and warranting consideration for a graduation award. |
| 80-89 | A- to A | Very Good to Excellent. The student demonstrated a very good understanding of the material at a level of performance warranting scholarship consideration. |
| 70-79 | B | Acceptable to Good. The student demonstrated an adequate to good understanding of the course material at a level of performance sufficient to complete the program of study. |
| 65-69 | C | Minimally Acceptable. The student demonstrated an understanding of the material sufficient to pass the course but at a level of performance lower than expected from continuing graduate students. |
| 0-64 | F | An inadequate performance. |

Explicit marking guides have been provided elsewhere in the syllabus.

| Assignment or Test | Due Date | Manner of Submission | Late Penalty |
|--|---|---|---|
| Reflection papers | Throughout semester by noon on one of these day: <ul style="list-style-type: none"> - Sept 30 - Oct 14 - Oct 28 - Nov 11 - Nov 25 | bmorrong@uoguelph.ca Submit 4 (any 4 dates) Each reflection is worth 10%. | 3 points immediately. 3 additional points taken off for each day of lateness. |
| Presentation of a psychotherapy technique or skill | Resource is due the Sunday before your assigned class by noon | bmorrong@uoguelph.ca and your classmates | Resource: 3 points immediately. 3 additional points taken off for each day of lateness. |

| Assignment or Test | Due Date | Manner of Submission | Late Penalty |
|--|--|----------------------|---|
| | Presentation in assigned class | In class | Unless arrangements are made, no presentation on the assigned date means a 0 on the assignment. |
| Take-home exam given out the last day of class | Due at noon 1.5 weeks after the last class- Dec 14 at noon | bmorrong@uoguelph.ca | 5 points immediately. 5 additional points taken off for each day of lateness. |

Please note that these policies are binding unless academic consideration is given to an individual student.

***** Course Policy regarding use of electronic devices and recording of lectures and distribution of materials:**

Electronic recording of classes is *expressly forbidden* without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

**** The materials of the course that have been prepared by the instructor are NOT to be distributed to anyone outside this course, without the express written consent of the instructor. Failing to abide by this will result in a loss of 25% off your final grade.*

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 academic consideration:

[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 online. For regulations and procedures for Dropping Courses, see the [Current Graduate Calendar](#)