

PSYC*6610, Course Outline: Fall 2025

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, and exploring their own identity and style as a clinician.

Breadth will be achieved by introducing Interpersonal Therapy (IPT), Acceptance and Commitment Therapy (ACT), Dialectical Behavioral Therapy (DBT), Emotion Focused Therapy (EFT) and EF Family Therapy (EFFT), Motivational Interviewing (MI), Internal Family Systems (IFS), Art Therapy, Play Therapy, and aspects of parenting consultation practices (e.g., co-parenting through divorce).

Credit Weight: 0.5

Academic Department: Psychology

Semester Offering: Fall 2025

Class Schedule and Location: [CLASS IS IN PERSON MOSTLY 😊]

Fridays **9:30 –12:20** in Maplewoods Room 233

BUT:

Some classes will be online (see syllabus)

Occasionally we will start at 8:30 (see syllabus)

Instructor Information

Instructor Name: Barbara A. Morrongiello, PhD, C.Psych.

Instructor Email: bmorrong@uoguelph.ca

Office hours: By appointment

Course Content

Specific Learning Outcomes:

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, and appropriate populations for usage.
4. Gain knowledge of Play therapy, Art therapy, IFS, and online therapy.
5. Interpret the course content in the context of their own professional development, reflecting on their development as a clinician.

6. Explain and demonstrate a specific psychotherapy technique or skill of interest to developing clinicians with consideration of diversity issues.
7. Be a fully engaged participant in activities demonstrating aspects/techniques of psychotherapy.
8. Actively reflect on their strengths and challenges as a developing clinician, interpersonal styles, biases, and coping strategies.
9. 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.) 2. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits) 4. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one's competence) 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)	Advanced	1, 2
	Advanced	5, 7, 8
	Advanced	5, 6, 7, 8, 9
	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.*
Violation of this requirement will result in 25% taken off your final grade.

ALSO:

Each week we will start the class with a mindfulness activity. **I would appreciate if each of you agree to do at least ONE of these.** At the end of each class, I will ask for a volunteer for the next class. Keep this in mind please.

Schedule

Class	Date	Topic
1	Sept 5	Introduction: - Common factors, models of change - Diversity/Culture considerations - Evidence-based therapy
2	Sept 12 8:30-11:00 ONLINE	Interpersonal Therapy (IPT)

3	Sept 19	Emotion Focused Therapy (EFT)
4	Sept 26	Emotion Focused Family Therapy (EFFT)
5	Oct 3	Motivational Interviewing [2 presentations]
6	Oct 10	NO CLASS
7	Oct 17	NO CLASS
8	Oct 24 ONLINE <i>[usual timing]</i>	Dialectical Behavioral Therapy (DBT)
9	Oct 31 ONLINE <i>[usual timing]</i>	DBT – Tools and Techniques, and Parenting Support [3 presentations]
10	Nov 7 8:30-11:00 ONLINE	Working with Parents: Attachment/Family of Origin considerations Parenting x Child Mental Health Co-Parenting Through Divorce
11	Nov 14	Acceptance & Commitment Therapy (ACT)
12	Nov 21	ACT – Tools and Techniques [3 presentations]
13	<u>Nov 28</u> ? [TBD]	Other Therapies: - Play Therapy - Art Therapy Self-Compassion, Some Ace in the Pocket Techniques + HANDOUT EXAM

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Reflection papers	Throughout semester by 6:00 pm on one of these 2 days: - Sept 26 - Oct 31 - Nov 21	30% Submit 2 total (pick any 2 dates). Each reflection is worth 15%.	1, 2, 3, 4, 5, 8
Presentation of a psychotherapy technique/skill	Throughout semester; handout Resource is due to Barb on Wednesday at 6:00 pm the week of your presentation class [+ send to classmates]	20%	3, 6, 8 (also possibly #4 depending on topic)

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
	*Bring copies for all to class please if class is in person.		
Take-Home Exam (handed out in last official class)	Dec 8 by noon via email (WORD doc)	50%	1-8

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 (no grade - but note expectations below)

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. 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. 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!).

Reflection Papers (30%: 2 x 15%) [You can assume: content will be kept confidential]

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 freedom 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 2 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 -but 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). Submit as a WORD doc, please.

Reflection Rubric (2 reflections each worth 15% 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
Outstanding and complex	Clear and compelling	Clear, detailed, well-chosen	Thoroughly yet succinctly detailed
Very good to excellent	Generally clear and compelling	Consistent and relevant	Clear and frequent
Adequate to good	Present at a basic level	Occasional and relevant	Occasional and/or unclear
Superficial	Minimal, superficial	Not provided or irrelevant	Minimal, superficial
No reflection present	Unclear and/or not present (i.e., recitation of facts)	Not provided	No implications given
No reflection paper submitted			

Presentation with an active component (20%)

Students are expected to prepare a brief presentation and an engaging class activity on a psychotherapy technique or skill. **COORDINATE AMONGST YOURSELF AS TO WHO DOES WHAT and then confirm with the instructor.**

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 or are familiar with already or that is covered as a focus in your practicum.** There is a list given below- *select from this list* AND get approval from the instructor for your choice.

Skill or Technique	Eligible Dates
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Rolling with Resistance	MI: Oct 3
OARS (open ended Qs, affirmations, reflection, summaries) ** focus on reflection + summaries	MI: Oct 3
GIVE	DBT: Oct 31 ONLINE
DEAR MAN	DBT: Oct 31 ONLINE
THINK (esp good to teach parents, along with Validation which Barb will cover)	DBT: Oct 31 ONLINE
Thought Defusion	ACT: Nov 21
DOTS	ACT: Nov 21
Committed Action - Goal Setting (SMART)	ACT: Nov 21

This assignment is to be completed individually. The first portion will be didactic followed by a practical/applied component (e.g., role play or in class exercise – no youtube videos); the entire length should be no longer than **35 minutes**. Please stick to this length.

- 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 15-20 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 (bmorrone@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 15-20 minutes in length.

Presentation Rubric (worth 20% of your final grade)

Category	Scoring Criteria
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

	Technique clearly and accurately situated in the context of the relevant theoretical orientation(s)
	Developmental and diversity considerations outlined
Handout	Handout is well organized, interpretable by the audience, succinct, and consistent with didactic presentation.
	Handout provides a list of key resources
Activity	Activity is relevant and well designed to teach the technique or skill to the audience (appropriate level, enhances understanding)
Delivery	Presentation and activity are well organized and both are independently delivered within respective time limits
	Student is an active (vs. passive) facilitator of the activity, problem-solving and adapting as needed
	Delivery is engaging (good eye contact, pacing, volume, etc.)
Overall comprehensiveness	Technique or skill has been described/demonstrated from start to finish (via the didactics and/or activity)

Final Examination date and time:

This will be handed out in the last class meeting. Page limits will be given for each exam question; more is not better. 😊

Final Exam weighting: 50%

Course Resources

Required Texts:

There are no required texts for this course. A separate Reading Listing will be provided indicating week by week readings. The readings (pdf) be provided to you via email.

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 via email.

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 the semester by noon on one of the dates listed earlier As a WORD doc	bmorrong@uoguelph.ca Submit 2 (any 2 dates) Each reflection is worth 15%.	3 points immediately. 3 additional points taken off for each day of lateness.
Presentation of a psychotherapy technique or skill	Resource is due the day before (Sunday) your assigned class - by noon Presentation in assigned class	bmorrong@uoguelph.ca and your classmates In class	Resource: 3 points immediately. 3 additional points taken off for each day of lateness. 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 Dec 8 – WORD doc	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:

Any recording of classes is *expressly forbidden*.

***** The materials of the course (Powerpoint, Handouts) 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 – no exemptions. You may share assigned readings ONLY (not Handouts).**

Student Rights and Responsibilities when Learning Online (a few classes may be ONLINE)

Online behaviour

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, appropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

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 and email 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](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is November 28th, 2025. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Graduate Calendar](#)