

# **Psych 6610 Course Outline: Fall 2015**

## **Advanced Psychotherapy**

### **General Information**

#### **Course Description:**

In this course we will explore current issues and practices in psychotherapy. We will explore emotional, relational, behavioural and cognitive mechanisms of change, but focus on so called "Third Wave" behavioural therapies, and therapies that emphasize process over content. Through these modalities we will discuss working with particular kinds of problems and processes including emotion regulation, behavioural issues, shame, and interpersonal problems. In addition, attention will be given to cultural competency, therapeutic boundaries, and therapist self care. We will look at the empirical evidence for various processes and techniques that span the different schools of psychotherapy in order to help students develop a sense of their own theoretical orientation.

**Credit Weight:** 0.5

**Academic Department (or campus):** Department of Psychology

**Semester Offering:** Fall

**Class Schedule and Location:** Friday 8:30 to 11:30

### **Instructor Information**

**Instructor Name:** Dr. Melanie Parkin

**Instructor Email:** cparkin@uoguelph.ca

**Office location and office hours:** Blackwood Hall Rm 120, by appointment

### **Course Content**

#### **Specific Learning Outcomes:**

- Students will be able to articulate their emerging theoretical orientation.
- Students will gain appreciation for the role of cultural differences in therapy.
- Students will be able to formulate a case from an ACT perspective and an interpersonal perspective.
- Students will understand the theoretical and philosophical underpinnings of ACT.
- Students will gain competency is using experiential ACT based techniques.
- Students will understand the theoretical underpinnings of Interpersonal Process Therapy.
- Students will understand and be able to utilize corrective emotional experiences in their clinical work.
- Students will develop further self awareness and self reflective capacity
- Students will develop skills for working with parents from a behavioural modality.

**Lecture Content:**

Class time will primarily be spent in discussion, watching therapy videos, and engaging in role-plays. Therefore it is essential that students read the material deeply before attending class as it will not be repeated in lecture form.

**Course Assignments and Tests:**

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Thought paper on mechanisms of change	Week 2	10%	Development of self reflective capacity
Current formulation from your choice of perspectives	Week 5	20%	Articulation of emerging theoretical orientation
ACT thought paper	Week 7	10%	Understand the theoretical and philosophical underpinnings of ACT.
ACT formulation	Week 9	30%	Be able to formulate from a 3rd wave perspective
In class role plays and participation	End of semester	15%	Understand and be able to utilize corrective emotional experiences in their own work Gain appreciation for cultural factors
Thought paper on emerging theoretical orientation	Week 11	15%	Development of self reflective capacity Articulation of emerging theoretical orientation

**Formulations:**

Student will write clinical formulations and treatment plans related to a current or previous therapy clients. Formulations should demonstrate that the student understands the theory, and the presumed mechanisms of change for the specific modality being utilized and can apply this to a particular client. The treatment plan should demonstrate that the student understands how the formulation drives specific therapeutic goals and techniques. No formal referencing is required. These papers will be approximately 6 to 10 pages in length. The specific format will be discussed in class.

**Participation:**

One of the learning objectives of the class is skill development, which happens through experiential learning. Thus, students will be required to participate in role-plays most classes. Students will be evaluated on how well they are using the material they are reading about experientially. They will also be evaluated on the quality of their discussions: both their support and encouragement of other students and their own questions and comments. While students are welcome to use laptops for note taking, they are encouraged to do so judiciously. Students need to be mentally present in the class, and excessive attention to laptops will affect participation grades.

**Thought papers:**

Thought papers are intended to be 2 to 4 page reflections on the readings. Students will be asked to show their ability to integrate the current learning with past learning as well as clinical experience.

**Course Resources****Required Texts:**

Hayes, S. Strosahl, K. & Wilson, K. (2012). *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change*. New York: Guilford Press.

Teyber, E. & McClure, F. (2011). *Interpersonal process in therapy: An integrative model*. San Berdadino, CA: Brooks/Cole.

Harvey, P. & Penzo, J. E. A. (2009). *Parenting a child who has intense emotions: Dialectical behavior therapy skills to help your child regulate emotional outbursts & aggressive behaviors*. Oakland CA: New Harbinger Press.

**(The following are available online through the library or will be made available)**

Dearling, R.L. & Tangney, J. P. (2011). *Shame in the therapy hour*. Washington, D.C.: American Psychological Association.

Greenberg, L. & Watson, J. (2006). *Emotion Focused Therapy for Depression*. Washington DC: APA Press.

Hays, P.A. (2008). *Addressing Cultural Complexities in Practice: Diagnosis, Assessment and Treatment*. APA Press. Chapters 2, 3, and 9

Koocher, GP. (2008). Ethical challenges in Mental Health services to children and families. *Journal of Clinical Psychology, 64*(5), 601-612.

Leahy, R. Trich, D., Napolitano, J. (2011). *Emotion Regulation in Psychotherapy*. New York: Guilford Press.

McIntosh, P. (1990) White privilege: Unpacking the invisible knapsack, *Independent Schools*, 49,(supplied)

Stricker, J, & Gold, J. (2009). *A Casebook of Psychotherapy Integration*. Washington DC: APA Press.

Yalom, I.D. (1980). *Existential Psychotherapy*. New York: Basic Books.

**Recommended Texts:**

Harris, R. (2009). *ACT Made Simple*. Oakland CA: New Harbinger Publications.

Watzlawick, P., Weakland, J.H., and Fisch, R. (1974). *Change: Principles of problem formation and problem resolution*. New York, NY: Norton.

Wilson, K. (2009). *Mindfulness for Two: An Acceptance and Commitment Therapy Approach to Mindfulness in Psychotherapy*. Oakland CA: New Harbinger Press.

**Tentative Lecture Schedule:**

<b>Dates</b>	<b>Topic and Readings</b>
Week 1 Sept. 11/15	Introduction to course, review of past learning. Discussion of presumed mechanisms of change, discussion of evidence based practice.  <b>Readings:</b>  Hayes et al chapter 1  Kazdin, A.E. (2006). Mechanisms of change in psychotherapy: Advances, breakthroughs and cutting edge research (Do not yet exist) Chapter 5 APA press <a href="http://psycnet.apa.org/books/11384/005.pdf">psycnet.apa.org/books/11384/005.pdf</a> ( <i>read this to get a sense of what we are talking about by mechanisms of changes and why it is important to study them</i> )  Gilbert, P. Moving Beyond CBT. <i>The Psychologist</i> , 22 (5) <a href="http://www.thepsychologist.org.uk/archive/archive_home.cfm/volumeID_22-editionID_175-ArticleID_1505-getfile_getPDF/thepsychologist/0509gilb.pdf">http://www.thepsychologist.org.uk/archive/archive_home.cfm/volumeID_22-editionID_175-ArticleID_1505-getfile_getPDF/thepsychologist/0509gilb.pdf</a>  American Psychological Association. (2006). Evidence-based practice in psychology: APA Presidential Task Force on Evidence-Based Practice. <i>American Psychologist</i> , 61, 271-285.

<u>Dates</u>	<u>Topic and Readings</u>
	<p>American Psychological Association (2012). Recognition of psychotherapy effectiveness. <a href="http://www.apa.org/about/policy/resolution-psychotherapy.aspx">http://www.apa.org/about/policy/resolution-psychotherapy.aspx</a></p> <p>Waller, G., Stringer, H. Meyer, C. (2012). What cognitive behavioral techniques do therapists report using when delivering cognitive behavioral therapy for the eating disorders? <i>Journal of Consulting and Clinical Psychology</i>, 80, 171-175. doi: <a href="https://doi.org/10.1037/a0026559">10.1037/a0026559</a></p>
<p>Week 2 Sept. 18/15</p>	<p>The therapeutic relationship from differing perspectives: ACT chapter, validation chapter, interpersonal chapter</p> <p><b>Readings:</b>  Hayes et al. chapter 5  Teyber chapter 2  Yalom, I.D. (1980). <i>Existential Psychotherapy</i>. New York: Basic Books. Chapter 9: Existential Isolation</p>
<p>Week 3 Sept. 25/15</p>	<p>Review of CBT; The case for prioritizing emotion in therapy.  Thinking about mechanisms of change</p> <p><b>Readings:</b>  Leahy, R. Trich, D., Napolitano, J. (2011). Chapter 1  Dearling and Tangney, Chapter 1  Greenberg, L. &amp; Watson, J. (2006). <i>Emotion Focused Therapy for Depression</i>. Washington DC: APA Press. Chapter 9</p>
<p>Week 4 Oct. 2/15</p>	<p>ACT: introduction and formulation</p> <p><b>Readings:</b> Hayes et al chapters 3 and 4  Thought paper due: Mechanisms of</p>
<p>Week 5 Oct. 9th/15</p>	<p>ACT: creative hopelessness/ present moment/self as context</p> <p><b>Readings:</b> Hayes et al chapters 6,7,8</p>
<p>Week 6 Oct. 16/15</p>	<p>ACT: defusion/acceptance</p> <p><b>Readings:</b> Hayes et al chapters 9, 10</p>
<p>Week 7 Oct. 23/15</p>	<p>ACT: Values</p> <p><b>Readings:</b> Hayes et al chapters 11, 12</p>
<p>Week 8 Oct. 30/15</p>	<p>Third wave therapies applied to younger children/parenting</p> <p><b>Readings:</b>  Harvey, P. &amp; Penzo, J. E. A. (2009). <i>Parenting a child who has intense emotions: Dialectical behavior therapy skills to help your child regulate emotional outbursts &amp; aggressive behaviors</i>. Oakland CA: New Harbinger Press.</p>

<b><u>Dates</u></b>	<b><u>Topic and Readings</u></b>
Week 9 Nov. 6/15	Interpersonal Process Therapy: <b>Readings:</b> Teyber chapters 6, 7, 8 Benjamin, chapters 3 and 4
Week 10 Nov. 13/15	Interpersonal Process Therapy <b>Readings:</b> Teyber, chapters 9 and 10
Week 11 Nov 20/15	Parent-child interactional therapy Reading TBA
Week 12 Nov 27/15	NO CLASS

## **Course Policies**

### **Grading Policies:**

Assignments are to be submitted on the day of class in the week specified. Late papers may be accepted if arrangements are made in advance.

### **Course Policy regarding use of electronic devices:**

Please be thoughtful regarding your use of laptops in class. While using a laptop to take notes is appropriate, emailing, texting and surfing the internet are not. Excessive attention to laptops takes away from your attention to the present and will affect participation grades.

## **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

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[https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e1483.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1483.shtml)

### **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:

[https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e1770.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1770.shtml)

## **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 the Centre for Students with Disabilities as soon as possible.

For more information, contact [CSD](#) at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: <http://www.csd.uoguelph.ca/csd/>

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is Nov. 06<sup>th</sup>, 2015. For regulations and procedures for [Dropping Courses](#), see the Academic Calendar: [https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e1483.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1483.shtml)