

PSYCH*6580 Models of Psychotherapy

Fall 2015

Tuesdays

11:30-2:20 pm

MCKN318

Instructor: Carol-Anne Hendry, Ph.D., C. Psych
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Office hours: by appointment

Textbook and readings: Interpersonal Process in Psychotherapy: A Relational Approach, 6th edition: By Edward Teyber

Clinical Practice of Cognitive Therapy with Children and Adults by Robert D. Friedberg and Jessica M. McClure (second edition) - Guilford Press

Dibs in Search of Self (Mass Market Paperback) – by Virginia M. Axline

Supplementary Materials:

Centre for Psychological Services Psychological Policy and Procedure Manual

Course Objective:

This course will provide an introduction to psychotherapy with children and adolescents, highlighting evidence-based practice and common 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.

Learning Objectives:

Several specific learning outcomes are targeted in 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.

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Course Assignments:

1) Participation and Reflections (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. Each week you will be asked to write and share a short written reflection (250-500 words) based on class content (via courselink), your readings, and other related experiences.

2) Formulations (20%)

Each student will write up a brief description of a fictitious client, which will include information regarding referral, brief background history, and a list of current **concerns (5%)**

Over the course of the semester students will be asked to write three different formulations for their fictitious client from each of major modalities covered in class (i.e., interpersonal, cognitive-behavioural, ACT). Maximum 500 words. **(15% = 5% x 3)**.

3) Experiential Practice (25%)

There will be four experiential seminars in which student pairs will have a chance to try different approaches for various mental health difficulties. Students will alternate roles 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).

Immediately following your experiential practice, you are responsible for facilitating a discussion based on your experience, 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 approach?)

Seminars will be scheduled for 45 minutes during the latter portion of the class. You should count on approximately 20 minutes for the experiential practice, with the remainder of time for class discussion and participation.

4) Psychotherapy Issues Seminar (35%)

a) Paper component (20%)

For this project, you will synthesize theoretical and empirical readings related to an important professional issue relevant to the practice of psychotherapy (Maximum **6 page double-spaced, excluding cover page and references**). Although I am looking for a concise and critical review of the research literature related to your topic, I am also looking for **your voice**. Your paper

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should be structured such you also provide your reflection on this topic. What is your analysis of this issue? How has a review of this research affected your thinking on this topic? What research do you think is yet to be done on this topic? How do you think the research that currently exists should inform the practice of psychotherapy?

b) Presentation Component (15%)

Generate a **MAXIMUM 45-minute interactive presentation** 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 theoretical and empirical content, your presentation style, organization, but also on **class engagement, and originality/creativity**. Note about powerpoint slides: LESS IS MORE. Do not post notes to read in front of class. Use slides for visual anchor and key points only. I strongly encourage use of visual information and applied exercises.

Sample Topics

- Psychotherapy Stigma
- Re-traumatization in Psychotherapy
- Compassion Fatigue
- Online Therapy
- Termination in Psychotherapy
- Therapist Self-Disclosure

Grading Policies:

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

Student Responsibilities:

Illness: If you are unable to attend an assessment on the day on which you are assigned, it is your responsibility to **contact the person who is to accompany you (TA or instructor) immediately**. **You must inform the school immediately**. Because our testing schedule is very tight, it is important not to cancel unless you are ill or there is another serious difficulty. If you are ill, please do not go into the school as you may spread the illness.

E-mail Communication: As per university regulations, all students are required to check their @uoguelph.ca e-mail account regularly. Please note that e-mail is the official route of communication between the university and its students.

Special Needs: Students who have special needs due to disability are encouraged to make contact with the [Centre for Students with Disabilities](#) (CSD) located on the 3rd floor of the University Centre. The CSD will provide instruction to the professor regarding appropriate modifications or accommodations for tests, assignments, and exams. Please identify yourself to the instructor if you are a CSD student.

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Course Requirements: When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor [or GTA] in writing, with your name, id#, and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Appropriate documentation of your inability to meet that in-course requirement is necessary. See the graduate calendar for information on regulations and procedures for [Academic Consideration](#). Please note that alternative assignments are not an option in lieu of missed work or poor performance.

Copies of out-of-class assignments: It is your responsibility to keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date: The last day to drop this course without academic penalty is listed in the academic calendar. For regulations and [Procedures for Dropping Courses](#), see the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

[Academic Misconduct](#): The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins 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. The University of Guelph takes a serious view of academic misconduct, and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission from the relevant instructors. To better understand your responsibilities, read the Undergraduate Calendar for a statement of Students' Academic Responsibilities; also read the full Academic Misconduct Policy. You are also advised to make use of the resources available through the Learning Commons and to discuss any questions you may have with your course instructor, GTA, or academic counselor.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university's regulations and procedures for Academic Consideration in the calendar and discuss their situation with the instructor and/or the program counselor or other academic counselor as appropriate.

Turn It In: In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

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A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Recording of Materials: Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources: The [Academic Calendars](http://www.uoguelph.ca/registrar/calendars/index.cfm?index) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs: <http://www.uoguelph.ca/registrar/calendars/index.cfm?index>