

University of Toronto, Department of Psychology
PSY440H1 F – Seminar in Psychopathology and Clinical Science:
Advanced Topics in the Practice of Psychotherapy

Course Syllabus, September-December 2024, LEC0101

Lecture Time and Location: Thursdays from 10:10am-12pm EST in **BL 113**. BL = Claude T. Bissell Building at 140 St. George Street.

Delivery: Students are expected to attend class **in-person**. Classes will not be recorded because they will mostly consist of discussion. Any slides can be downloaded and will be posted within 2 days after class; I will try to post slides prior to class. *Slides are intended to supplement your learning and are not intended to be the sole source of learning. Therefore, attending class and taking additional notes are expected.*

Instructor: Dr. Malvina N. Skorska, PhD

Office: SS 4052; SS = Sidney Smith Hall at 100 St. George Street

Email: malvina.skorska@utoronto.ca

Office Hours: Wednesdays 10:30am-12pm EST (in-person); *lecture weeks only*

Thursdays 1:30-3pm EST (virtual, see Quercus for Zoom info); *lecture weeks only*

Or by appointment, and additional office hours will be posted, as needed

Correspondence Rules: The discussion board on Quercus is to be used for questions regarding course content and course components (i.e., questions that all students could benefit from). Email is the preferred way to contact me outside of the discussion board and office hours regarding personal concerns, accommodations, or requests. Please ensure emails are from a University of Toronto e-mail address and contain the course code in the subject line or message content, otherwise the email will not be answered. Please allow up to 2 business days for a response. If you do not hear back from me after 3 days, please send your email again. I do not regularly check email during the weekends or holidays. I will not be checking the Quercus inbox. *Emails regarding information in the course outline, posted on Quercus, or regarding information easily found elsewhere, will generally not be answered.*

Quercus automatically notifies students of new announcements or other updates via email. Please do not reply to these notifications, as I do not receive these replies.

Course Description

This seminar will involve exploration and discussion of advanced topics relevant to clinical practice, building on concepts introduced in PSY343. Topics include further examination of the role of the counselor (empathy, safe and effective use of self, cultural competence and cultural humility, alliance ruptures), an introduction to specialized psychotherapy (trauma-informed care, sex therapy), an introduction to therapy involving multiple individuals/clients (group therapy, family or couples/relationship therapy), the importance of good assessment, and the role of diagnosis in psychotherapy. Completion of this course will provide students with an introduction to some of the complexities surrounding these topics in preparation for a career providing psychotherapy to clients. You will also improve the following skills: critical thinking,

listening, research, verbal and written communication, time management, presentation, and receiving constructive feedback.

Class Structure

Classes will be composed primarily of group discussions or activities. I will ask questions and introduce key ideas from the readings. You are expected to actively contribute to the discussion and activities, and will be evaluated in part on your contributions.

Prerequisites

Please ensure that you have met **all** prerequisites listed in the Psychology section of the A&S Calendar (<https://artsci.calendar.utoronto.ca/section/Psychology>) for this course. If you lack any prerequisites, you will be removed. No waivers will be granted.

PSY202H1/ ECO220Y1/ SOC252H1/ STA221H1/ ECO220Y5/ PSY202H5/ STA221H5/ PSYC08H3/ STAB27H3/ STAC32H3, and PSY230H1/ PSY230H5/ PSYB30H3 or PSY240H1/ PSY240H5/ PSYB32H3; Co-requisites: None; Exclusions: PSY440H5/ PSYD33H3; **Strongly recommended: PSY343H1 – it is expected that you know material covered in PSY343H1 as I will not re-teach it.**

Required Readings

A textbook is not required. See end of the syllabus for readings and media, which will be available on Quercus. Any additional readings or media will also be available on Quercus.

When reading journal articles, make note of the research question, the hypotheses, identify key variables, identify the design of the study (e.g., experimental, correlational, repeated measures, longitudinal), identify the key results, and provide a 1-2 sentence paraphrased conclusion of what they found. Resources for how to read journal articles will be provided on Quercus.

When reading theoretical papers or chapters, I will provide guidance about the information to take away from these papers.

Evaluation Scheme

Item	Date (all in 2024)	Weight
Self-reflection	October 3, due on Quercus at 11:59pm	25%
Final Paper Proposal	October 17, due on Quercus at 11:59pm	10%
Final Paper Presentation	Presentation dates are November 14, 21, and 28, in-person from 10:10am-12pm *Slides due by 10:10am on presentation date on Quercus *Presentation date selected by September 19 at 11:59pm	20%
Final Paper	December 5, due on Quercus at 11:59pm	35%
Participation	Throughout the term, during classes and presentations	10%

Last Date for Withdrawal without Academic Penalty: November 4, 2024. Grades from the reflection will be posted on Quercus no later than October 18, 2024.

Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. Note, however, that I will not respond to messages sent via the Quercus inbox.

Special note about grades posted online: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Course Policies

Late or Missed Assignment

Assignments are submitted on Quercus (online) only. A late assignment submission will be deducted at 10% per calendar day (including weekends). *No extensions* will be possible except under certain circumstances outlined in the course policies below, with accompanying documentation. A missed assignment will result in a grade of 0. No late assignments will be accepted about two weeks after the deadline (see assignment instructions for specific date), unless arrangements have been made with me.

There is an automatic 24-hour window where no late penalties will be applied if submitted 24-hours after the due date. Late penalties will apply after this 24-hour window. The reflection is due October 3, 2024 at 11:59pm. Therefore, the 24-hour late-penalty-free window is until October 4, 2024 at 11:59pm. If the assignment is submitted after that, the late penalty will apply. The 24-hour window does not apply to extension requests that are granted, including those for accessibility accommodations.

Missed Presentation

Students have no more than one week from the day that they missed the presentation to contact me and provide me with documentation for missing it. If your request is approved, you will be required to submit a video recording of your presentation, as well as the work done (e.g., research papers, slides, written summaries) to put together your presentation. If your request is not approved or not submitted within the time frame indicated above, the missed presentation will result in a grade of 0.

Missed Classes

It is expected that students attend all classes. If there are extenuating circumstances for missing a class, you have until 11:59pm on the Friday of the week that class was missed to notify me via email that you missed the class and that you would like to submit a written summary to make up for missing the class. This can be done for up to two classes during the term. There

are no exceptions to this timeline, unless documentation is submitted. If you miss more than two classes, documentation must be submitted for missing more than two classes.

If your request is approved, you must submit via email a brief written summary of the course readings, as well as discussion points or questions related to the content, which will be graded in accordance with the grading rubric. The summary must be a minimum of 1 page and no longer than 2 pages double spaced, 12-inch margins.

You are responsible for making up the missed material. I will not re-teach the material from the class you missed. Please connect with a peer from the class for any notes and consult the readings to make up the missed material.

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. I will ask you for documentation in support of your specific circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on the Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/current/academics/student-absences>.

If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible. If an absence extends beyond 7 consecutive days in the future (from the date declared in ACORN or submitted in other documentation), connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Religious Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early

in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/departments/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019) (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>) and the [University of Toronto Website on Academic Integrity](https://www.academicintegrity.utoronto.ca) (<https://www.academicintegrity.utoronto.ca>).

Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

You are required to submit an electronic copy of your assignments to the plagiarism detection tool (Turnitin) via Quercus. Students who wish to opt-out of using the University's plagiarism detection tool must notify me *no later than 5pm on September 25, 2024*. For those who wish to opt-out, I will request that the student provide *all* rough work (including, but not limited to, call numbers and/or URLs for all cited sources) when submitting their assignments.

I review all Turnitin results. If there is poor paraphrasing or other academic integrity issues, I either deduct 5-15% from the final grade of an assignment, or follow the academic integrity

policies outlined above, depending on the severity of the concern. Please review the Turnitin results after assignment submission and ask any questions prior to the assignment deadline.

Use of Generative Artificial Intelligence (AI) in Course Work

Students may use artificial intelligence (AI) tools for creating an outline for an assignment or for brainstorming ideas for an assignment, but the submitted assignments and presented work must be original work produced by the individual student alone. In the final submission of an assignment, representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

In general, be cautious when using generative AI. Sometimes AI tools may generate responses that contain information that is (a) beyond the scope of this course, (b) not relevant to this course, or (c) incorrect/outdated.

Re-marking Policy

If you would like to contest a grade for any term work, please wait 24 hours after grades are posted and after reviewing feedback before contacting me about the grade. After 24 hours has passed, please contact me to discuss your concerns.

If after your meeting, you still wish to have the item re-marked, please submit a written request to me as soon as possible after the 24-hour waiting period and within 2 weeks after the written assignment or feedback is returned to the class. In your request, please email me with a short paragraph detailing the grade concern, including: 1) the question(s) or part of the assignment to be re-evaluated, 2) why you provided the answer you did and where in the course materials you learned this content, and 3) why you think the grade is incorrect or incomplete and what in the course materials would support your request. Only reasonable and justified concerns will be considered, and all decisions are final.

If a re-marking is granted, the student accepts the resulting mark as the new mark, whether it goes up, down, or remains the same.

Grading and Calculating Final Grades

I work hard to ensure class work is graded fairly and thoughtfully. I use grading rubrics and follow the grading scheme provided by the Faculty of Arts and Science (see <https://artsci.calendar.utoronto.ca/academic-record#grading>).

When calculating grades, I use the same rules for all students. I round grades to the nearest whole number using standard rounding rules. For example, 79.0-79.4 is rounded to 79 and 79.5-79.9 is rounded to 80. I do not offer extra credit assignments and do not re-mark term work outside of the re-marking policy indicated above. I will not modify grades to pass or to achieve a certain grade in the class (e.g., to meet cut-offs for graduate school applications). If you are aiming for a specific grade, please plan proactively to achieve such a grade.

Course Materials, including Lecture Notes

Course materials are provided for the exclusive use of enrolled students. These materials should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of me (the instructor). These materials belong to me (your instructor), the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

In-Class Student Recording of Course Content

Students may not create audio recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to me prior to beginning to record lectures.

Students creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Course content may not be reproduced or posted or shared anywhere other than the official course Quercus site and should only be used by students currently registered in the course. Because lecture slides will be provided for all lectures, students may not create additional photo, audio, or video recordings without written permission from me. Permission for such recordings will not be withheld for students with accommodation needs.

Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Respectful Conduct

Your conduct in the course is expected to follow the Student Code of Conduct and the Code of Behaviour on Academic Matters (<https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019> and <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>).

This course will discuss and address some topics that are sometimes controversial, including the following: differences between individuals and groups, mental health concerns, and sexuality. Everyone should expect these topics to be discussed in class and everyone should also be respectful of others in discussing them. Some ideas related to the above topics may conflict (or appear to conflict) with some of our prior beliefs, but our task in this course is to consider carefully the evidence that can help us to evaluate those ideas. In discussing these topics, however, we must also take care to be respectful of others—including all persons, as well as other members of the course—and especially to avoid using crude or derogatory language.

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a helpful guide

(<https://www.psych.utoronto.ca/current-program-students/guidance-undergraduate-students-psychology>) to clarify your and your instructor's responsibilities when navigating these

situations. This guide consolidates Arts & Science Policies for undergraduate students in one

place for your convenience. As an instructor in the department, I will frequently consult with

these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

Miscellaneous

Cell Phones and Laptop Usage

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for purposes unrelated to the class. Do not display any material on a laptop which may be distracting or offensive to your fellow students.

Course Performance

Some advice for succeeding in this course is to keep up with the work. This means class, doing the readings, completing the assignments and presentation on time. The only way to get a good mark in this course is to perform well on the course components; marks will not be based on how much a student wants or "needs" a good mark, or other reasons. Keep in mind that, because your mark in this course is an evaluation of your performance on the course components, it is not an evaluation of your worth as a human being or even of your dedication as a student or necessarily of your intellectual ability.

SCHEDULE OF LECTURES AND DEADLINES

note: lectures are in-person on THURSDAYS 10:10am-12pm (BL 113)

Week	Date	Topic	What's due? <i>...on Quercus unless otherwise specified</i>
1	Sept 5	Introduction What is psychotherapy? How does psychotherapy work?	--
2	Sept 12	Empathy as a therapeutic skill	--
3	Sept 19	Safe and effective use of self (self-care and burnout)	Select presentation date (11:59pm under People)
4	Sept 26	Cultural competence and humility **Paired activity in-class for self-reflection, read the self-reflection assignment instructions ahead of class	--
5	Oct 3	Therapeutic alliance ruptures	Self-Reflection Due (11:59pm under Assignments)
6	Oct 10	Treating trauma and trauma-informed care	--
7	Oct 17	Sex therapy <i>First batch of participation grades released for weeks 1-6</i>	Final Paper Proposal Due (11:59pm under Assignments)
8	Oct 24	Group, couples/relationship, and family therapy	--
	<i>Oct 31</i>	<i>No class, reading week</i>	
9	Nov 7	Assessment and diagnosis: Pros and cons	
10	Nov 14	Final Paper Presentations	Slides Due
11	Nov 21		(10:10am under Assignments, on the day of your presentation)
12	Nov 28		
	Dec 5	<i>No class</i> <i>Second batch of participation grades released for weeks 7-12</i>	Final Paper Due (11:59pm under Assignments)

IMPORTANT DATES:

Lectures start for F classes:	Tuesday, September 3, 2024
Last day to enroll in F courses via ACORN:	Monday, September 16, 2024
Thanksgiving (no classes):	Monday, October 14, 2024
Fall Reading Week (no classes):	Monday, October 28, 2024 to Friday, November 1, 2024
Last day to drop F courses:	Monday, November 4, 2024
Last day of F classes:	Tuesday, December 3, 2024
Makeup day:	Tuesday, December 3, 2024
Study days:	Wednesday, December 4, and Thursday December 5, 2024
Final exams:	Friday, December 6, 2024 to Saturday, December 21, 2024

Course Schedule, Reading, and Media List

Week 1, Introduction; What is psychotherapy? How does psychotherapy work?

Key questions: What is psychotherapy? What are limitations of many existing randomized controlled trials demonstrating efficacy of various approaches to psychotherapy? Why is it important to show that specific interventions or components of interventions work? What does this tell us about specific versus common factors?

Quick articles defining psychotherapy:

<https://www.crpo.ca/find-a-registered-psychotherapist/what-is-psychotherapy/>
<https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/psychotherapy>

Pick one of the following:

Cuijpers, P., Reijnders, M., & Huibers, M. J. H. (2019). The role of common factors in psychotherapy outcomes. *Annual Review of Clinical Psychology, 15*, 207-231.
<https://doi.org/10.1146/annurev-clinpsy-050718-095424>

Meier, D., Tschacher, W., Frommer, A., Moggi, F., & Pfammatter, M. (2023). Growth curves of common factors in psychotherapy: Multilevel growth modelling and outcome analysis. *Clinical Psychology & Psychotherapy, 30*(5), 1095-1110. <https://doi.org/10.1002/cpp.2864>

Norbury, A., Hauser, T. U., Fleming, S. M., Dolan, R. J., & Huys, Q. J. M. (2024). Different components of cognitive-behavioral therapy affect specific cognitive mechanisms. *Science Advances, 10*(13), Article eadk3222. <https://doi.org/10.1126/sciadv.adk3222>

OPTIONAL:

Another article defining psychotherapy:

<https://www.apa.org/topics/psychotherapy/understanding>

Week 2, Empathy as a therapeutic skill

Key questions: How is empathy defined in the scientific literature? Why is empathy important in clinical work? How does empathy relate to compassion and respect?

See pdf of this short article on Quercus:

Lipkin, N. (2022, March 10). The good, bad and ugly of empathy. *Forbes*. Retrieved July 13, 2024 at <https://www.forbes.com/sites/nicolelipkin/2022/03/08/the-good-bad-and-ugly-of-empathy/>

Chapter 1, “Setting the stage: The ‘I-thou’ therapeutic relationship” in:

Slay-Westbrook, S. (2017). *Respect-focused therapy: Honoring clients through the therapeutic relationship and process*. Routledge.

Stevens, F., & Taber, K. (2021). The neuroscience of empathy and compassion in pro-social behavior. *Neuropsychologia, 159*, Article 107925.

<https://doi.org/10.1016/j.neuropsychologia.2021.107925>

Watson, J. C. (2016). The role of empathy in psychotherapy: Theory, research, and practice. In D. J. Cain, K. Keenan, & S. Rubin (Eds.), *Humanistic psychotherapies: Handbook of research and practice* (2nd ed., pp. 115–145). American Psychological Association. <https://doi.org/10.1037/14775-005>

OPTIONAL:

Cuff, B. M. P., Brown, S. J., Taylor, L., & Howat, D. J. (2016). Empathy: A review of the concept. *Emotion Review*, 8(2), 144-153. <https://doi.org/10.1177/1754073914558466>

Week 3, Safe and effective use of self

Key questions: What does it mean for a therapist to effectively use themselves in psychotherapy practice? How does self-care play a role? What are some causes and consequences of burnout?

Butler, L. D., Mercer, K. A., McClain-Meeder, K., Horne, D. M., & Dudley, M. (2019). Six domains of self-care: Attending to the whole person. *Journal of Human Behavior in the Social Environment*, 29(1), 107-124. <https://doi.org/10.1080/10911359.2018.1482483>

Yang, Y., & Hayes, J. A. (2020). Causes and consequences of burnout among mental health professionals: A practice-oriented review of recent empirical literature. *Psychotherapy*, 57(3), 426-436. <https://doi.org/10.1037/pst0000317>

The following website will be especially helpful for the self-reflection assignment, particularly the “Developing Your Self-Care Plan” section:

<https://socialwork.buffalo.edu/resources/self-care-starter-kit.html>

OPTIONAL:

Podcast episode on burnout, trauma, and compassion fatigue in medical workers:

<https://psychcentral.com/blog/podcast-medical-worker-burnout-trauma-and-compassion-fatigue>

Week 4, Cultural competence and humility

Key questions: What is the difference between cultural competence and cultural humility? How can therapists practice cultural humility? How can therapists broach the topic of culture with clients in a respectful manner?

****During the last part hour of class, students will engage in the exercise involving pairs for the self-reflection assignment. Please read the self-reflection assignment instructions ahead of class.**

Day-Vines, N. L., Cluxton-Keller, F., Agorsor, C., Gubara, S., & Otabil, N. A. A. (2020). The multidimensional model of broaching behavior. *Journal of Counseling & Development*, 98(1), 107-118. <https://doi.org/10.1002/jcad.12304>

Mosher, D. K., Hook, J. N., Captari, L. E., Davis, D. E., DeBlaere, C., & Owen, J. (2017). Cultural humility: A therapeutic framework for engaging diverse clients. *Practice Innovations*, 2(4), 221-233. <https://doi.org/10.1037/pri0000055>

Stubbe D. E. (2020). Practicing cultural competence and cultural humility in the care of diverse patients. *Focus*, 18(1), 49-51. <https://doi.org/10.1176/appi.focus.20190041>

Week 5, Therapeutic alliance ruptures

Key questions: How is it known that a therapeutic alliance rupture has occurred? What role does countertransference play? How does responsiveness from the therapist help?

Hayes, J. A., Gelso, C. J., Goldberg, S., & Kivlighan, D. M. (2018). Countertransference management and effective psychotherapy: Meta-analytic findings. *Psychotherapy, 55*(4), 496–507. <https://doi.org/10.1037/pst0000189>

Tal, S., Tchizick, A., Shamay-Tsoory, S., Dolev-Amit, T., & Zilcha-Mano, S. (2023). Biological marker of withdrawal ruptures: Dyadic pattern of incongruence in oxytocin release. *Journal of Counseling Psychology, 70*(6), 691-700. <https://doi.org/10.1037/cou0000693>

Levy Chajmovic, M., & Tishby, O. (2024). Therapists' responsiveness in the process of ruptures and resolution: Are patients and therapists on the same page? *Psychotherapy Research*. Advance online publication. <https://doi.org/10.1080/10503307.2024.2303318>

OPTIONAL:

Gardner, J. R., Lipner, L. M., Eubanks, C. F., & Muran, J. C. (2020). A therapist's guide to repairing ruptures in the working alliance. In J. N. Fuertes (Ed.), *Working alliance skills for mental health professionals* (pp. 159–179). Oxford University Press. <https://doi.org/10.1093/med-psych/9780190868529.003.0008>

Week 6, Treating trauma and trauma-informed care

Key questions: What is trauma? What is trauma-informed care and why is it important? What are some evidence-based treatments for treating trauma?

Short article on treatment of PTSD:

<https://www.camh.ca/en/professionals/treating-conditions-and-disorders/ptsd/ptsd---treatment-and-psychotherapy>

Short article on trauma-informed care:

<https://www.health.harvard.edu/blog/trauma-informed-care-what-it-is-and-why-its-important-2018101613562>

Article on benefits of EMDR:

<https://www.counseling.org/publications/counseling-today-magazine/article-archive/article/legacy/tapping-into-the-benefits-of-emdr>

Watkins, L. E., Sprang, K. R., & Rothbaum, B. O. (2018). Treating PTSD: A review of evidence-based psychotherapy interventions. *Frontiers in Behavioral Neuroscience, 12*, Article 258. <https://doi.org/10.3389/fnbeh.2018.00258>

Pick one of the following:

Pierce, Z. P., & Black, J. M. (2023). The neurophysiology behind trauma-focused therapy modalities used to treat post-traumatic stress disorder across the life course: A systematic review. *Trauma, Violence & Abuse, 24*(2), 1106-1123. <https://doi.org/10.1177/15248380211048446>

Wathen, C. N., MacGregor, J. C. D., & Beyrem, S. (2021). Impacts of trauma- and violence-informed care education: A mixed method follow-up evaluation with health & social service professionals. *Public Health Nursing, 38*(4), 645-654. <https://doi.org/10.1111/phn.12883>

OPTIONAL:

YouTube video on how the body keeps the score on trauma:

<https://www.youtube.com/watch?v=iTefkqYQz8g>

Short article on top-down and bottom-up approaches to trauma therapy:

<https://traumatherapistnetwork.com/trauma-treatment-modality-series-top-down-and-bottom-up-approach-to-therapy/>

Week 7, Sex therapy

Key questions: What is sex therapy? What are some evidence-based treatments utilized in sex therapy? What key considerations have to be made to practice sex therapy? What are people's attitudes and expectations toward sex therapy?

Podcast on what sex therapy is like:

<https://www.sexandpsychology.com/blog/podcast/episode-212-what-sex-therapy-is-really-like/>

Article on recent developments in sex therapy treatments:

<https://www.apa.org/monitor/2019/02/cover-ce-corner>

Charest, M., & Kleinplatz, P. J. (2018). A review of recent innovations in the treatment of low sexual desire. *Current Sexual Health Reports, 10*(4), 281-286. <https://doi.org/10.1007/s11930-018-0171-4>

Sever, Z., & Vowels, L. M. (2023). Beliefs and attitudes held toward sex therapy and sex therapists. *Archives of Sexual Behavior, 52*(4), 1729-1741. <https://doi.org/10.1007/s10508-023-02532-7>

OPTIONAL:

Pachano Pesantez, G. S., & Clayton, A. H. (2021). Treatment of hypoactive sexual desire disorder among women: General considerations and pharmacological options. *Focus, 19*(1), 39-45. <https://doi.org/10.1176/appi.focus.20200039>

Week 8, Group, couples/relationship, and family therapy

Key questions: What is group, couples/relationship, and family therapy? How do they differ from individual therapy? What are some approaches to therapy when there are multiple people involved? What are some considerations for therapy when multiple people are involved?

Short article on couples therapy:

<https://www.psychologytoday.com/ca/basics/therapy/how-does-couples-therapy-work>

Article on group therapy:

Malhotra, A., & Baker, J. (2022, December 13). Group therapy. *StatPearls*. Retrieved July 13, 2024 from <https://www.ncbi.nlm.nih.gov/books/NBK549812/>

Short article on group therapy:

<https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/group-therapy>

Short article on family therapy:

<https://my.clevelandclinic.org/health/treatments/24454-family-therapy>

Lebow, J., & Snyder, D. K. (2022). Couple therapy in the 2020s: Current status and emerging developments. *Family Process*, 61(4), 1359-1385. <https://doi.org/10.1111/famp.12824>

Week 9, Assessment and diagnosis: Pros and cons

Key questions: What is assessment and diagnosis? What are some pros and cons to diagnosis? How does diagnosis differ from psychotherapy?

Allsopp, K., Read, J., Corcoran, R., & Kinderman, P. (2019). Heterogeneity in psychiatric diagnostic classification. *Psychiatry Research*, 279, 15-22.

<https://doi.org/10.1016/j.psychres.2019.07.005>

Craddock, N., & Mynors-Wallis, L. (2014). Psychiatric diagnosis: impersonal, imperfect and important. *The British Journal of Psychiatry*, 204(2), 93-95.

<https://doi.org/10.1192/bjp.bp.113.133090>

Dagleish, T., Black, M., Johnston, D., & Bevan, A. (2020). Transdiagnostic approaches to mental health problems: Current status and future directions. *Journal of Consulting and Clinical Psychology*, 88(3), 179-195. <https://doi.org/10.1037/ccp0000482>

Podcast on psychiatric diagnosis uncertainty:

<https://psychcentral.com/blog/podcast-psychiatric-diagnosis-uncertainty-is-the-dsm-the-best-tool-available#block-d16de187-0ea5-4141-9a32-d83f0f3125aa>

Participation

Objective:

The majority of class time will consist of discussions about the main topic and assigned readings. Active participation during class discussions helps with engaging with and learning of the material, while building skills to provide constructive feedback and developing professional communication skills.

Participation will be graded based on the content and quality of responses. It is recommended that students prepare one question and one thoughtful comment about the readings ahead of class. For example, “it was interesting” or “I did not understand the methods” are not thoughtful responses. “I thought it was interesting because in a previous article I read on X, the authors suggested the opposite might occur” is a thoughtful response that can stimulate discussion. Researching additional content or relating the content to other studies or courses can demonstrate outstanding critical thinking and interest about the course content.

It is expected that opinions are supported by scientific evidence, and that discussions occur in a respectful and professional manner. This expectation is important to keep in mind when classmates express different perspectives.

Participation grades will be released in two batches: first in week 7 to reflect participation in weeks 1-6 of class; and second after week 12 to reflect participation in weeks 7-12 of class. The grade will consist of an average of participation scores across all relevant classes. A grading rubric will be posted on Quercus.

Self-Reflection

Objective:

Write an assignment summarizing your reflections about self-care, cultural competence and cultural humility, incorporating class activities, assigned readings, and additional empirical literature.

One activity is creation of a self-care plan using the template provided on Quercus. The other activity is an in-class discussion, in pairs, about you and your partner’s cultural identities and intersectionalities.

The length must be 5 pages of main text plus the 3-page self-care plan worksheet (not including title page or reference page).

The self-reflection assignment is to be submitted on Quercus by 11:59pm on the due date. Full instructions and the grading rubric are posted on Quercus. Grades will be posted about two weeks after the due date.

Final Paper

Objective:

Pick a character who is experiencing a mental health concern from a movie. Apply a course concept (see below) to how you would provide psychotherapy to the character, who you can imagine to be your client. Incorporate empirical evidence to support the application of the course concept to psychotherapy with your client. In the last three weeks of class, present a summary of the analysis in the format of an 8-minute in-person verbal presentation followed by 4 minutes of answering questions from the class. A proposal, outline, and literature review is submitted in the middle of the term to receive preliminary feedback.

The course concepts to select from are: empathy, cultural competence and humility, trauma, sex therapy, or therapy involving multiple people.

Length must be no longer than 9 pages (minimum is 7 pages), not including title page or reference pages.

The movie and character must be selected by October 17, 2024 (the date the proposal is due), and must be approved by me.

The Final Paper is to be submitted on Quercus by 11:59pm on the due date. Full instructions and the grading rubric are posted on Quercus. Grades will be posted about two weeks after the due date.

Final Paper Proposal

Submit a 2-3 page proposal where you provide an outline of the final paper, preliminary description of the client and topic chosen, and some of the literature you will include in the final paper.

The Final Paper Proposal is to be submitted on Quercus by 11:59pm on the due date. Full instructions and the grading rubric are posted on Quercus. Grades will be posted about two weeks after the presentation date.

Final Paper Presentation

Present a summary (i.e., the key points) of the client's presenting concern and the topic chosen. At this stage the final paper should be near completion. Include 1-2 discussion questions (phrased in an open-ended manner) to pose to the class; you can include an area where you would like feedback for the final paper.

Use PowerPoint or a similar program to create presentation slides. Presentation slides are to be submitted on Quercus by 10:10am on your scheduled presentation date. Pick your presentation spot by September 19, 2024 at 11:59pm.

Full instructions and the grading rubric are posted on Quercus. Grades will be posted about two weeks after the presentation date.

Resources

Mental Health and Well-being

Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://studentlife.utoronto.ca/department/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you.

You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>

If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>

Writing

As a student at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>.

Additional Resources

For resources related to safety, including experiences of sexual assault or sexual harassment, visit <https://safety.utoronto.ca/#ui-id-7>.

For resources related to physical wellbeing, visit <https://kpe.utoronto.ca/welcome-sport-rec-u-t>.

For resources offered by the library, which include writing, citing, workshops, and research, visit <https://onerech.library.utoronto.ca/studying-and-learning>.