



PSY343H1 L0101

Theories of Psychopathology and Psychotherapy

Fall 2023

Contact Information

Instructor: Dr. Taryn E. Grieder, M.Ed., Ph.D.

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Office hours: Virtual, by appointment

Teaching Assistant: TBA

**Special thanks to Dr. Tali Boritz (Assistant Professor at York University), who developed this course

Course information: Lectures Tuesdays at 2-5 pm. Course assessments and participation will be completed on Quercus. Students will have the opportunity for both in-person and synchronous online office hours to ask questions and clarifications about course content. Students need the ability to read and edit PDFs or Powerpoint slides and use Quercus for submission of most assessments.

Course Description, Goals, and Prerequisites

This course will provide students with a critical review of the core theoretical approaches to psychotherapy and the core principles that have been identified as central to the process of change in psychotherapy. Differences in theories of psychopathology and clinical practice between psychotherapy approaches will be highlighted using case studies. Students will begin to conceptualize cases and identify specific strategies and interventions appropriate for specific clients' issues. Didactic course content will be enhanced with video illustrations of various psychotherapy techniques and approaches to psychotherapy.

Learning Outcomes:

By the end of this course, students should be able to:

1. Describe the history, theoretical foundations, and key features of several major psychotherapies;
2. Contrast specific psychotherapies in terms of treatment targets, goals, and features;
3. Define empirically supported treatments and related concepts in clinical practice and research;
4. Identify several specific pairings of psychological disorders and treatments that have strong evidence bases;
5. Explain the concepts of specific and common factors, and how they relate to empirical treatment research and clinical practice;
6. Identify ethical issues and guidelines related to psychotherapy practice.

Prerequisites:

PSY201H1/ECO220Y1/EEB225H1/GGR270H1/POL222H1/SOC202H1/STA220H1/STA238H1/STA248H1/STA288H1/PSY201H5/STA215H5/STA220H5/PSYB07H3/STAB22H3/STAB23H3/S
TAB57H3, and PSY230H1/PSY230H5/PSYB30H3 or PSY240H1/PSY240H5/PSYB32H3

Exclusion: PSY343H5/PSYC36H3

Note about prerequisites: It is your responsibility to ensure that you have met **all** prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites, you will be removed. No waivers will be granted.

Course Evaluation/Marking Scheme

Participation - 5% - ongoing

Commentary Assignment - 15% - October 10

Review Paper - 20% - November 28

Applied Learning Activity 1 - 20% - October 24

Applied Learning Activity 2 - 20% - December 5

Final Assessment - 20% - TBA (December 9-20)

Lectures: PowerPoint and PDF slides will be posted before class on the date stated in the course schedule (found below). These slides should be downloaded and/or printed to facilitate with note taking. Please note that if you do not understand a particular concept as it is presented, please ask questions! It is your responsibility to let us know if you do not understand a particular concept or idea.

Any posted lecture recordings and slides are only for the exclusive use of enrolled students, for their personal learning. Lecture recordings and slides are not to be shared in any way beyond enrolled students.

Participation: There will be short reflection assignments given in classes to be completed on Quercus. Students will reflect on a topic covered in class, applying the course material to their response. Students will have at least 24 hours to respond to these discussion questions on Quercus (see the course schedule, below).

Applied Learning Activities: Students will apply concepts from the course material to case studies they are presented with. These case studies will be written materials or videos where the student will analyze the case and apply their knowledge from the course to various questions posed. Further information will be posted on Quercus.

Commentary Assignment: The research commentary assignment is an analysis of a recent original research article (aka experimental study) of the student's choice that examines an issue related to the course (ie. is an experiment that produced new research on therapeutic treatment of psychopathology). Please see the commentary assignment outline for further details, which is available for download on Quercus.

Review Paper: Students will critically review research to write a scholarly paper on the evidence for the pairing of a mental health disorder (e.g., DSM-5 diagnosis such as PTSD) and a specific type of psychotherapy for that diagnosis (e.g., Prolonged Exposure for PTSD). The review paper should be maximum 6 pages long and follow APA formatting guidelines. Please see the review paper outline for further details, which is available for download on Quercus.

Final Exam: The final exam will consist of multiple-choice questions and written response questions (with a strict word limit). Students will access the exam through Quercus and will have at least 3 hours to complete the test, individually, using their own lecture slides, readings and notes only. Students will not need to provide citations and should not be using any outside sources. It is expected that students will use their notes from lectures to assist in their writing the exam, which will be more about one's ability to *apply* their knowledge than rote memorization.

Course Webpage/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 basis.

The website associated with this course is accessible via <http://q.utoronto.ca>
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 the instructor (and TA) as soon as possible if you think there is an error in any grade posted on Quercus.

Course Policies

Accommodations and Accessibility Needs:

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 <http://www.studentlife.utoronto.ca/as/new-registration>. 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.

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.

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away.

Normally, I will ask you for documentation in support of your specific medical 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. 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. For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible. 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 accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

Missed Midterm

Students who miss the midterm must contact the instructor within one week of the missed test and provide the documentation mentioned above. Students will then have the opportunity to write a make-up test.

Penalties for Lateness

A penalty of 10% per calendar day, up to and including the last day of classes, will be applied for late assignments. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counselor on behalf of the Department. Any term work that will be handed in after the final day of classes is subject to a petition for extension of term work. This petition should be filed with the student's College Registrar's Office.

Original

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 website (<https://uoft.me/pdt-faq>).

Contact

All communication should be sent via University of Toronto email addresses only. Please include "PSY343" in the subject line, and do not send messages through Quercus/Canvas (as they often get filtered as spam/junk). The University requires that all students have a U of T email address and check it regularly; it is the only address to which official university communications will be sent. If you are unable to attend office hours or would like to discuss matters concerning the course directly, please email us to schedule an appointment.

Requesting a Regrade

If you think an assessment has been incorrectly marked, you can request a regrade. In this case, you must first review your assessment with the TA. Following review with the TA, if you wish to have your assessment reviewed by the instructor, please submit a request by email within 2 weeks of the grade return date.

Video recording and sharing (download and re-use prohibited)

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

For questions about the recording and use of videos in which you appear, please contact your instructor.

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.

Academic Resources**Writing:**

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

Academic Integrity and Plagiarism:

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. 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 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 <http://www.artsci.utoronto.ca/osai> and <http://academicintegrity.utoronto.ca/>

Course Outline/Schedule

Every effort will be made to manage the course as stated. However, adjustments may be necessary in these unprecedented times. If so, students will be advised and alterations announced on Quercus prior to implementation.

Date	Topic	Related Readings
September 12	Introduction/Overview	No readings
September 19	Psychoanalytic & Psychodynamic Approaches	Luyten et al., 2015
September 26	Humanistic and Experiential Approaches: Client-Centred & Emotion-Focused Therapy	Rogers, 2007 Pos et al., 2007
October 3	Behavioural Approaches I: Behaviour Therapy & Cognitive-Behaviour Therapy	Beck et al., 2018
October 10	Behavioural Approaches II: Dialectical Behaviour Therapy Commentary Assignment Due	Linehan & Wilks, 2015
October 17	Psychotherapy Integration & Evidence-based Practice	Westen et al., 2004
October 24	Applied Learning Activity 1	
October 31	Case Formulation & Cultural Competence	Eells & Lombart, 2011 Brown, 2009
November 7	Fall Reading Week – No Class	
November 14	Common Factors I: Therapeutic Relationship	Wampold, 2015 Safran & Muran, 1998, 2006
November 21	Common Factors II: Client & Therapist Effects, Stages and Principles of Change	McAleavey et al., 2019 Goldfried, 2019
November 28	Ethical Issues in Psychotherapy Review Paper Due	CPA Code of Ethics
December 5	Applied Learning Activity 2	
December 9-20	Final Exam (date TBA)	

Readings and Visual Media List

September 19: Psychoanalytic & Psychodynamic Approaches

Luyten P, Mayes L, Blat S, Target M, Fonagy P (2015). Theoretical and Empirical Foundations of Contemporary Psychodynamic Approaches. In Luyten, P., Mayes, L., Fonagy, P., Target, M., & Blatt, S. (Eds.), *Handbook of Psychodynamic Approaches to Psychopathology* (pp. 3- 26). The Guilford Press.

Dr. Jeremy Safran doing Relational Psychodynamic Therapy: <https://psyctherapy-apa-org.myaccess.library.utoronto.ca/Title/777700257-001>

September 26: Client-Centred Therapy and EFT

Rogers C (2007/1957). The necessary and sufficient conditions of therapeutic personality change. *Psychotherapy: Theory, Research, Practice, Training* 44(3): 240–248.

Dr. Carl Rogers doing Client-Centred Therapy (min 1-30): <https://www.youtube.com/watch?v=NFT89grAUOI>

Pos A, Greenberg L (2007) Emotion-focused therapy: The transforming power of affect. *Journal of Contemporary Psychotherapy*, 37(1), 25-31

Dr. Sandra Paivio doing EFT (min 1-30): <https://psyctherapy-apa-org.myaccess.library.utoronto.ca/Title/777700544-001>

October 3: Behavioural Therapy and CBT

Beck A, Weishaar M (2018). Cognitive therapy. In, Corsini R, Wedding D (Eds), *Current Psychotherapies, 11th Edition* (pp. 230-264). Belmont, CA: Brooks/Cole.

Dr. Marty Antony doing CBT (min 1-30): <https://psyctherapy-apa-org.myaccess.library.utoronto.ca/Title/777700211-001>

October 10: DBT

Linehan MM, Wilks CR (2015). The course and evolution of dialectical behavior therapy. *American Journal of Psychotherapy*, 69(2), 97-110.

Dr. Alex Chapman doing DBT (min 1-30): <https://psyctherapy-apa-org.myaccess.library.utoronto.ca/Title/777700475-001>

October 17: Psychotherapy Integration and Evidence-Based Practice

Weston D, Novotny CM & Thompson-Brenner H (2004). The Empirical Status of Empirically Supported Psychotherapies: Assumptions, Findings, and Reporting in Controlled Clinical Trials. *Psychological Bulletin*, 130(4): 631–663.

Dr. Jean Lin Chau doing taking an integrative therapy approach: <https://psyctherapy-apa-org.myaccess.library.utoronto.ca/Title/777700088-001>

October 31: Case Formulation and Cultural Competence

Brown L (2009). Cultural competence: A new way of thinking about integration in therapy. *Journal of Psychotherapy Integration*, 19(4): 340–353.

Eells TD, Lombart KG (2011). Theoretical and evidence-based approaches to case formulation. In P. Sturmey & M. McMurrin (Eds.) (pp. 3-32), *Forensic case formulation*. Chichester, UK: John Wiley & Sons.

November 14: Common Factors I

Muran JC, Safran JD (1998) Negotiating the therapeutic alliance in brief psychotherapy: An introduction. In J. D. Safran & J. C. Muran (Eds.), *The Therapeutic Alliance in Brief Psychotherapy* (pp. 1-14). American Psychological Association Publications.

Safran JD, Muran JC (2006) Has the concept of the therapeutic alliance outlived its usefulness? *Psychotherapy: Theory, Research, Practice, Training* 43(3): 286–291.

Wampold BE (2015) How important are the common factors in psychotherapy? An update. *World Psychiatry* 14(3): 270-277.

Video examples of Alliance Ruptures and Repairs:

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

https://www.youtube.com/watch?v=_qYgF_e4EQQ

<https://www.youtube.com/watch?v=vRBXYm3KuJU>

https://www.youtube.com/watch?v=YJfizedS_DU

November 21: Common Factors II

McAleavey A, Xiao H, Bernecker S, Brunet H, Morrison N, Stein M, Youn S, Castonguay L, Constantino M, Beutler L (2019) An updated list of principles of change that work. In L. Castonguay, M. Constantino, & L. Beutler (Eds.), *Principles of Change: How Psychotherapists Implement Research in Practice* (pp. 13-40). Oxford University Press.

Goldfried M (2019). Obtaining consensus in psychotherapy. What holds us back? *American Psychologist* 74(4): 484-496.

November 28: Ethical Issues in Psychotherapy

Canadian Psychological Association Code of Ethics (2017):

http://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf