



PSY343H1S

Theories of Psychopathology and Psychotherapy

Summer 2023 – Online Asynchronous

Contact Information

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

Contact: taryn.grieder@utoronto.ca

Office hours: By appointment – video conference or phone appointments available

Teaching Assistant:

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

Course Information

Lectures, assessments and course discussion/participation will be delivered using Quercus. Students will have the opportunity for 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 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.
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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% - July 18th

Review Paper - 20% - August 3rd

Applied Learning Activity 1 - 20% - July 25th

Applied Learning Activity 2 - 20% - August 10th

Final Assessment - 20% - TBA (August 17-25th)

Lectures: PowerPoint and PDF slides will be posted along with the video lecture by the date stated in the course schedule (found below). The 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 videos and slides are only for the exclusive use of enrolled students, for their personal learning. Lecture videos and slides are not to be shared in any way beyond enrolled students. I do not want to discover that a student has put any of our course materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money. The University will support the instructor in asserting and pursuing their rights, and their copyrights, in such matters.

Participation: There will be 1-2 written reflection/participation questions given in video lectures 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 research study) of the student's choice that examines an issue related to the course (ie. is 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). 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 TAs 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.

Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The

declaration is available on ACORN under the Profile and Settings menu. Students should also advise their instructor of their absence.

If an absence extends beyond 7 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. 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 declare their absence on ACORN and contact the instructor within one week of the missed test. 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 <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 <https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity> and <http://academicintegrity.utoronto.ca>

Mental Health and Well-being

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. In fact, these are the types of issues that we will be exploring in this course, which also may be “triggering” for some individuals. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of life – especially university life! Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress.

An important part of the University experience is learning how and when to ask for help. There are many helpful resources available at the University of Toronto, such as:

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)

Academic Success Services (<http://www.studentlife.utoronto.ca/asc>)

Counselling and Psychological Services (<http://www.studentlife.utoronto.ca/hwc>)

Course Outline/Schedule

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

Date	Topic	Related Readings
July 4	Introduction/Overview	No readings
July 6	Psychoanalytic & Psychodynamic Approaches	Luyten et al., 2015
July 11	Humanistic and Experiential Approaches: Client-Centred & Emotion-Focused Therapy	Rogers, 2007 Pos et al., 2007
July 13	Behavioural Approaches I: Behaviour Therapy & Cognitive-Behaviour Therapy	Beck et al., 2018
July 18	Behavioural Approaches II: Dialectical Behaviour Therapy Commentary Assignment Due	Linehan & Wilks, 2015 Brown, 2009
July 20	Psychotherapy Integration & Evidence-based Practice	Westen et al., 2004
July 25	Applied Learning Activity 1	
July 27	Case Formulation & Cultural Competence	Eells & Lombart, 2011 Brown, 2009
August 1	Common Factors I: Therapeutic Relationship	Wampold, 2015 Safran & Muran, 1998, 2006
August 3	Common Factors II: Client & Therapist Effects, Stages of Change, Principles of Change Review Paper Due	McAleavey et al., 2019 Goldfried, 2019
August 8	Ethical Issues in Psychotherapy	CPA Code of Ethics
August 10	Applied Learning Activity 2	
August 17-25	Final Exam (date TBA)	

Readings and Visual Media List

May 12: 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>

May 17: 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>

May 19: 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>

May 24: 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>

May 26: 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>

June 2: 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.

June 7: 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

June 9: 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.

June 14: Ethical Issues in Psychotherapy

Canadian Psychological Association Code of Ethics (2017):

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