

University of Toronto, Department of Psychology
PSY343H1 S – Theories of Psychopathology and Psychotherapy

Course Outline, January-April 2024, LEC501

Lecture Time and Location: Thursdays from 5-8pm in Sidney Smith (SS) Room 2105.

Delivery: Students are expected to attend lecture **in-person**. Lectures will be voice recorded. The voice recording and slides will be posted within 2 days after the lecture; I will try to post slides prior to lectures. Slides can be downloaded, but voice recordings cannot be downloaded.

Instructor: Dr. Malvina N. Skorska, PhD

Office: Sidney Smith (SS) Room 4052

Email: malvina.skorska@utoronto.ca

Quercus: Quercus is used as the regular means to communicate with students, make announcements, etc. (not utoronto.ca email). See section on Quercus.

Office Hours: Wednesdays 2:45-3:45 pm (or by appointment); *lecture-weeks only*

**Special thanks to Dr. Tali Boritz (Assistant Professor at York University) and Dr. Taryn Grieder, who developed and shared content for this course.

Correspondence Rules: Quercus is the preferred way to contact me outside of office hours regarding anything course-related, including accessibility, accommodations, well-being, and class concerns. If you send an email, please ensure it is from a University of Toronto e-mail address and contains “PSY220” in the subject line or message content, otherwise the email will not be answered. Please allow up to 2 business days for a response. I do not regularly check Quercus or email during the weekends or holidays. *Emails or messages regarding information in the course outline or posted on Quercus, will 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.

Questions pertaining to course content can be asked via the inbox on Quercus, the discussion board on Quercus, office hours, and during lecture.

Teaching Assistant

Delaram Farzanfar

E-mail: delaram.farzanfar@mail.utoronto.ca

Office hours for teaching assistants will be posted on Quercus. Please contact the teaching assistants for questions pertaining to the assignments and grading.

Course Description

This course will provide you with a 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. The focus will be on individual psychotherapy. Differences in theories of psychopathology and clinical practice between psychotherapy approaches will be highlighted

using case studies. You will begin to conceptualize cases and identify specific strategies and interventions appropriate for specific client issues. Course content will be enhanced with guest lectures and video illustrations of various psychotherapy techniques and approaches to psychotherapy. By the end of this course, you will be able to describe the history, theory, and features of some of the major psychotherapies, understand the role that evidence-based practice and common factors play in psychotherapy, and identify some ethical issues and guidelines related to psychotherapy practice. You will also improve the following skills: critical thinking, verbal and written communication, time management, and receiving constructive feedback.

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.

Prerequisite: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, (PSY230H1/ PSY230H5/ PSYB30H3)/ (PSY240H1/ PSY240H5/ PSYB32H3)

Exclusion: PSY343H5/ PSYC36H3

Required Textbook

Corey, G. (2024). *Theory and practice of counseling and psychotherapy* (11th edition). Cengage Learning, Inc. ISBN: 9780357775417

The textbook can be purchased from the University of Toronto Bookstore (<https://www.uoftbookstore.com>), which offers three options:

- A print book with MindTap
- An electronic textbook only
- An electronic textbook with MindTap (cheapest option)

I have set the cheapest option as the required textbook but choose whatever option you are most comfortable with so long as you have a copy of the textbook. MindTap will not be used during the course—it is available if you would like additional study tools.

Here is the Cengage student registration link specifically created for the course, which provides access to online resources: <https://student.cengage.com/course-link/MTPN0Z33J4Z0>

When you click on this link, you will be asked to sign in or create an account with Cengage. You can then enter the code purchased from the bookstore.

I recommend not purchasing any editions prior to the 11th as they may be missing important testable content. If you purchase an older edition, you are responsible for any differences.

Any additional readings/media will be available on Quercus.

Evaluation Scheme

| Item | Date | Weight |
|-----------------------|-------------------------------------------------------------------------|--------|
| Participation | Ongoing | 10% |
| Commentary Assignment | February 8, 2024, due at 5:10pm | 15% |
| Review Paper | March 14, 2024, due at 5:10pm | 25% |
| Group Presentation | Group presentation dates are March 28, 2024 and April 4, 2024, in class | 25% |
| Final Exam | TBD, written during Final Examination period | 25% |

Last Date for Withdrawal without Academic Penalty: March 11, 2024. Grades from the commentary assignment will be posted on Quercus no later than February 23, 2024.

Final Exam

The final exam will include the following question types:

- multiple-choice
- fill-in-the-blank
- three short answer (definitions, application of course concepts), point form is okay
- one essay style (from a choice of two)

Most questions are not intended to assess recognition of isolated specific facts. Instead, most questions are intended to directly assess your *understanding* of the course material, and your ability to solve problems related to that material. You will still need to learn factual material introduced in the course, but to do well on the tests you will also need to understand the meaning and importance of those facts.

Important points about the final exam:

- It will cover material from the entire course.
- It will cover material from the lectures, textbook, readings, and videos. It will not cover material from group presentations.
- It is in-person, is not open-book, is not collaborative, and there is no use of electronic devices (e.g., cell/smart phones).
- Further instructions and practice questions will be available on Quercus closer to the exam date.

The final exam will be held during the Final Examination period and will be scheduled by A&S. The final exam should take about 2 hours to complete, and you will have 3 hours to complete it; more details will be provided once available. Final exams that are not written during the scheduled time (or time arranged by ATS) will be considered missed and given a grade of 0 (see your College Registrar for what to do if you miss the final exam). Final exam scores will be made available according to A&S policy.

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.

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 or Paper

Late assignment or paper and late online submissions will be deducted at 10% per calendar day (including weekends). Both the hardcopy paper version AND the electronic submission to the plagiarism detection tool are due at the same time, and the late penalty applies to the last piece submitted. *No extensions* will be possible except under certain circumstances outlined in the course policies below. Missed assignments will result in a grade of 0. No late papers will be accepted two weeks after the deadline specified, unless arrangements have been made with me.

Late Participation Response Submissions

Students are given 24 hours to submit their participation responses each week on Quercus. The 24-hour period starts after class ends. For example, if class ends at 8pm on Thursdays, then students have until 8pm the next day (i.e., Friday) to submit their responses.

Students have **no more than one week** from the day that they missed a participation response submission to contact me and provide me with documentation for missing it (see course policies below). If your request is approved, the weight of the missed participation response will be redistributed equally between the rest of the participation responses. There are no opportunities for make-up participation available. If your request is not approved or not submitted within the time frame indicated above, a missed participation response submission will result in a grade of 0 for that response.

Missed Group Presentation

Students have **no more than one week** from the day that they missed the group presentation to contact me and provide me with documentation for missing it (see course policies below). If your request is approved, you will be required to submit a recording for your part of the group presentation, as well as the work done (e.g., research papers, slides, any written summaries) reflecting your contribution to the group presentation. You will also submit peer reviews. If your request is not approved or not submitted within the time frame indicated above, the missed group presentation will result in a grade of 0.

Missed Final Exam

Students who miss the final exam should file a petition for a deferred exam with their College Registrar's office.

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. 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 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.

If an absence extends beyond 7 consecutive days in the future (from the date declared in ACORN), you should 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/department/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>). 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>) and the [University of Toronto Website on Academic Integrity](#) (<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 must hand in a hardcopy of your assignments at the start of class, as well as submit an identical electronic copy to the plagiarism detection tool (via Quercus) for both assignments. Failure to turn in an **identical** copy automatically results in a grade of 0.

Students who wish to opt-out of using the University's plagiarism detection tool must notify me *no later than 5pm on January 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.

Use of Generative Artificial Intelligence (AI) in Course Work

Students may use artificial intelligence (AI) tools for creating an outline for the assignment, paper, or presentation, but the submitted assignments and presented group work must be original work produced by the individual student alone, or by a group of students alone (in the case of the group presentation). 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. Students may not use AI tools for taking the final exam 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 (e.g., to generate practice questions to help you study). The exam, paper, presentation, and assignment in this course will test your understanding of the content taught in this course. 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 the assignment, paper, participation, or presentation, please wait 24 hours after grades are posted and after reviewing feedback before contacting me or the teaching assistant about the grade. After 24 hours has passed, please visit the individual who marked the item to discuss your concerns during office hours.

If after your meeting, you still wish to have the item re-marked, please submit a written request as soon as possible after the 24-hour waiting period and within 2 weeks after the term test grade is posted or written assignment or feedback is returned to the class. 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.

Note that this policy applies to work graded during the term. Please contact the College Registrar for appeals regarding the final exam held during the Final Examination period.

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.

Lecture Recording and Sharing (Download and Re-use Prohibited)

This course, including your participation, will be voice recorded and will be available to students in the course for listening remotely and after each session. Course voice recordings and 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. Do not download, copy, or share any course or student materials or recordings without my explicit permission.

For questions about the use of voice recordings, please contact me.

Students who do not wish their voice to be recorded on the lecture recordings can ask questions during the breaks or after class. The discussion board on Quercus and office hours are also options for asking questions.

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 videos 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 voice recordings and 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

(<https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019>) and the Code of Behaviour on Academic Matters

(<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 the lectures 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.

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.

I will sometimes ask you to participate in class activities during lecture using a smart phone or laptop via <https://www.mentimeter.com>. Participation is anonymous, voluntary, and will not impact grades. Further instructions will be provided in class.

Course Performance

Some advice for succeeding in this course is to keep up with the work. This means attending the lectures, doing the readings, completing the assignment, paper, and presentation on time, and studying for (and showing up for) the final exam. 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.

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|-------------------------------------------|
| SCHEDULE OF LECTURES AND DEADLINES |
|-------------------------------------------|

note: lectures are in-person on THURSDAYs 5-8pm (SS 2105)

| Week | Date | Topic | Reading | What's due? |
|------|---------------|--------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------|
| 1 | Jan 11 | Intro, Overview | Chapter 1 | -- |
| 2 | Jan 18 | Psychoanalytic & psychodynamic | Chapter 4 | -- |
| 3 | Jan 25 | Humanistic and existential | Chapter 6 and 7 | -- |
| 4 | Feb 1 | Behaviour therapy and CBT | Chapter 9 and 10 | -- |
| 5 | Feb 8 | DBT | Linehan & Wilks (2015) | Commentary Assignment Due! ...at the start of class (5:10pm) |
| 6 | Feb 15 | Postmodern approaches | Chapter 13 | -- |
| | <i>Feb 22</i> | <i>No class, reading week</i> | | |
| 7 | Feb 29 | Integration | Chapter 15 | -- |
| 8 | Mar 7 | Case formulation The counselor, cultural competence | Chapter 1, Sperry & Sperry (2020) Chapter 2 | -- |
| 9 | Mar 14 | Therapeutic relationship Stages of change | McAleavey et al. (2019) Safran & Muran (2006) Wampold (2015) | Review Paper Due! ...at the start of class (5:10pm) |
| 10 | Mar 21 | Ethical issues | Chapter 3 | -- |
| 11 | Mar 28 | Group Presentations | | |
| 12 | Apr 4 | Group Presentations | | |
| | TBD | FINAL EXAM | Cumulative | -- |

IMPORTANT DATES:

Lectures start for S classes: Monday, January 8, 2024

Last day to enroll in S courses via ACORN: Sunday, January 21, 2024

Family Day: Monday, February 19, 2024

Winter Reading Week: Monday, February 19, 2024 to Friday, February 23, 2024

Last day to drop S courses: Monday, March 11, 2024

Good Friday: Friday, March 29, 2024

Last day of S classes: Friday, April 5, 2024

Makeup day: Monday, April 8, 2024

Study day: Tuesday, April 9, 2024

Final exams: Wednesday, April 10, 2024 to Tuesday, April 30, 2024

Additional Reading and Visual Media List

Chapters indicated above without an author are from the course textbook (Corey, 2024). Additional readings are indicated below and will be provided on Quercus. Media will be shown in-class and is listed here in case students would also like to view it outside of class.

Psychoanalytic & Psychodynamic

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

Humanistic and Existential

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

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

Dr. Todd Grande doing Existential Therapy: <https://youtu.be/2WLtLY6t-zw?si=Kvee95kH9FicOXt7>

Behaviour Therapy and CBT

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

DBT

Linehan, M. M., & Wilks, C. R. (2015). The course and evolution of dialectical behavior therapy. *American Journal of Psychotherapy*, 69(2), 97-110.
<https://doi.org/10.1176/appi.psychotherapy.2015.69.2.97>

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

Postmodern Approaches

Dr. Todd Grande utilizing the Externalizing the Problem technique as part of Narrative Therapy: <https://youtu.be/Gbt41Zn8qSU?si=be801bTPBT0AZ3qr>

Dr. Todd Grande utilizing the Miracle Question technique as part of Solution-Focused Brief Therapy: <https://youtu.be/gcXENqOwulw?si=KQhi7-AcWVfk2Fr9>

Dr. Wendy Nickerson doing Motivational Interviewing:
<https://youtu.be/wl0zc9pPJb4?si=M8XMLMHSQ0TjZrGyB>

Integration

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

Case Formulation, the Counselor, and Cultural Competence

Chapter 1 (pages 3-25) in:

Sperry, L., & Sperry, J. (2020). *Case conceptualization: Mastering This Competency with Ease and Confidence* (2nd Ed.). Taylor & Francis. <https://doi.org/10.4324/9780429288968>

Can be found in the University of Toronto Library at:

https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_openaire_primary_doi_e3e7ce9d01f28c3c2a3fa8eb1cf63992

Therapeutic Relationship, and Stages of Change

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.

<https://doi.org/10.1093/med-psych/9780199324729.003.0002>

Can be found in the University of Toronto Library at:

https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_oup_oup_10_1093_med_psych_9780199324729_003_0002

Safran, J. D., & Muran, J. C. (2006). Has the concept of the therapeutic alliance outlived its usefulness? *Psychotherapy: Theory, Research, Practice, Training*, 43(3), 286–291. <https://doi.org/10.1037/0033-3204.43.3.286>

Wampold, B. E. (2015). How important are the common factors in psychotherapy? An update. *World Psychiatry*, 14(3), 270-277. <https://doi.org/10.1002/wps.20238>

Video Examples of Alliance Ruptures and Repairs:

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

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

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

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

Weekly Participation

There will be short participation assignments given in class to be completed on Quercus. Students will reflect on a topic covered in class, applying the course material to their response.

Students will have 24 hours to submit their participation responses each week on Quercus. The 24-hour period starts after class ends. For example, if class ends at 8pm on Thursdays, then students have until 8pm the next day (i.e., Friday) to submit their responses.

Each response should be 150-200 words, unless otherwise indicated in the specific instructions on Quercus.

Written Commentary Assignment

Objective:

Analyze a recent original research article of your choice that examines new research on a therapeutic treatment for a mental health concern or an important element of psychotherapeutic practice. The focus is on the importance or significance of the research study.

Full instructions and the marking scheme will be posted on Quercus. Grades will be posted about two weeks after the assignment due date.

Submission of Late Assignments

If your assignment is late, please first ensure a copy is submitted on Quercus (see instructions above). Contact me for instructions to submit the hard copy.

No late papers will be accepted after February 22, 2024, at 5:10pm, unless arrangements have been made with me.

Written Review Paper

Objective:

Critically review research on 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 example, your paper reviews research on utilizing prolonged exposure for PTSD.

Your assignment should focus on one pairing of a specific mental health disorder and a specific treatment for that disorder (e.g., dialectical behavioural therapy for borderline personality disorder) where that specific pairing has been established as being empirically supported (i.e., has strong research evidence supporting its efficacy).

Full instructions and the marking scheme will be posted on Quercus. Grades will be posted about two weeks after the assignment due date.

Submission of Late Assignments

If your assignment is late, please first ensure a copy is submitted on Quercus (see instructions above). Contact me for instructions to submit the hard copy.

No late papers will be accepted after March 28, 2024, at 5:10pm, unless arrangements have been made with me.

Group Presentations

Objective:

You will be working together in groups of 4-5. In your group, pick a character from a movie. It is probably easiest to pick a character who is experiencing a mental health concern. Create a case conceptualization for the character, including treatment suggestions, utilizing a theoretical modality discussed in class. Incorporate empirical evidence to support your case

conceptualization. In the last two weeks of class, present the case conceptualization to the class as a group in the format of a 15-minute in-person verbal presentation followed by 5 minutes of answering questions from the rest of the class. Individual peer reviews will be submitted as well.

Full instructions and the marking scheme will be posted on Quercus. Grades will be posted about one week after the presentation date.

Resources

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. 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 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.

There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

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://oneseach.library.utoronto.ca/studying-and-learning>.