1.0 COURSE INFORMATION

Instructor:  Dr. David J. A. Dozois
Westminster Hall, 313E
Phone: 661-2111 Ext. 84678
e-mail: ddozois@uwo.ca

Classes:  Tuesdays 9:00 - 12:00
          Room WH 36

2.0 COURSE OBJECTIVES

This course will introduce students to important concepts, issues, and theories in contemporary psychotherapy, with major emphasis on evidence-based practice. The course will examine the theoretical rationales, goals, therapeutic techniques, and efficacy of several different therapeutic approaches, broadly subsumed under psychodynamic, cognitive, behavioral, humanistic, existential, and experiential modalities. This course will also address various issues in psychotherapy such as investigating effectiveness and assessing psychotherapy outcome. Through lectures, class presentations, readings, videos, class discussions, and experiential class exercises, students will critically evaluate the theories and techniques of major approaches to psychotherapy. Enrolment is restricted to clinical psychology students. This course is intended to serve as an overview course for more junior clinical students. Half course; one term.

3.0 TEXTBOOK

Required Texts:


A list of required readings for the course will also be made available to you.

Recommended Professional Texts (for future reference)


Other Resources

Journals
In addition to theory and research in various journals which deal with psychopathology and other behavioral and emotional problems (e.g., Journal of Abnormal Psychology, Journal of Consulting and Clinical Psychology, Psychological Assessment, Clinical Psychology Review), are several journals that specialize in cognitive and behaviour therapy (e.g., Journal of Behavior Therapy and Experimental Psychiatry, Journal of Rational-Emotive and Cognitive-Behavior Therapy, Behaviour Research and Therapy, Behavior Therapy, Behavior Modification, Behavioral Assessment, Journal of Applied Behavior Analysis, Cognitive Therapy and Research, Cognitive and Behavioral, and International Journal of Cognitive Therapy. Also available is the Journal of Psychotherapy Integration, published by the Society for the Exploration of Psychotherapy Integration and devoted to theoretical and empirical articles on different therapy orientations.

Evidence-Based Practice
A number of resources related to evidence-based practice can be found at the following website: https://mcgill.ca/psy/evidence-based-practice

Other Psychotherapy Internet Resources

The Beck Institute: www.beckinstitute.org

The International Association for Cognitive Psychotherapy: www.the-iacp.com
Association for Behavior and Cognitive Therapies (ABCT): www.abct.org/home/

Academy of Cognitive Therapy: www.academyofct.org

Psychotherapy.net: www.psychotherapy.net/home

4.0 EVALUATION
In addition to reading and participating in class discussions, demonstrations, and exercises, you will be required to do the following:

1) **Term Paper** (40%)
You are to write a term paper of 12-15 pages in length, excluding references. Please conform to APA (2009; 6th edition) format.

For the paper, there are at least three possible options:

1) **Comparative Treatment Analysis.** Provide a critical comparison of two or more types of treatment for the same disorder. This may or may not be a disorder and/or form of treatment presented in the course, and you can include treatments that do not currently have empirical support. Identify the ways in which the treatments are similar (common factors) and the ways in which they differ, both at a conceptual level and in practice. *Briefly summarize the research support for the efficacy of each treatment and any relevant psychotherapy process research that illuminates its mode of action.*

2) **Review Paper.** Provide an in-depth critical review of the research literature on the efficacy of one specific treatment protocol or approach to a specific disorder. This should follow the format of a *Psychological Bulletin* or *Clinical Psychology Review* article. Again, you need not limit yourself to interventions discussed in the course. The review should address any conceptual and methodological limitations of the existing literature.

3) **Theoretical Paper.** Provide an in-depth analysis of a theoretically-driven topic, drawing on data to support your arguments or points. Example topics include whether or not the results of randomized controlled trials can be generalized to typical clinical settings, whether “common factors” across forms of psychotherapy are more powerful than specific interventions, or whether a credible “psychotherapy placebo” could be developed for clinical research. These are just examples, and I am open to many possible ideas.

The objective of the term paper is to broaden and deepen your knowledge in a particular system of psychotherapy or issue pertinent to its evaluation or use. Essays are due one week after the last day of classes.

2) **Presentation** (35%)
You will also be responsible for delivering a presentation (1 hour) on one of the assigned topics. Your presentation should review critically the theoretical underpinnings, therapeutic approaches and empirical literature on a particular treatment strategy. Your grade for this assignment will be based on the clarity, organization and interest generated from the presentation; style of presentation; appropriateness and relevance of the research reviewed; depth of understanding of the empirical literature, a discussion of the implications and future directions; and, the degree of critical thinking demonstrated. Please send your Power Point slides to me by email after your presentation. Topic areas and dates of presentations will be assigned at the beginning of the course.

It is important that your presentations provide a comprehensive and up-to-date critical review of empirical literature pertaining to a particular treatment approach.

3) Thought Papers (15%)
You will submit 6 thought papers over the course of the semester. Each thought piece will be maximum 1 page and maximum 500 words. Additional pages and/or words will not be read or graded. On the other hand, shorter pieces are welcome. Each thought piece should discuss a single idea taken from a given week’s readings and must be submitted at the beginning of the class in which the material covered is being discussed.

The purpose of the thought pieces is to encourage critical reflection on the course material. Having prepared in advance should also facilitate class discussion. One should take as a starting point a single issue, observation, controversy, reaction, etc., that comes from the readings. There is no specified form or style that must be used, personal pronouns are permissible (even encouraged), and citations are not necessary provided that sources are clear. Personal observations about the link between the material, one’s own presuppositions, emerging clinical experience, and/or development of identity as a clinician are welcome. External sources may be used if they are already familiar to you, but time should not be spent consulting additional materials. Although the form of presentation is flexible, submissions should be free of spelling and grammar errors; style will not be graded directly, but good style always helps one to convey ideas more clearly.

Five of the thought papers must stem from one of the topics covered in the class. The sixth thought paper will address the following questions: Which psychotherapeutic approach resonates with you most both in terms of a match with your personality style and the empirical evidence? Which therapeutic approach would you be least likely to use in practice? Why?

4) Class participation (10%)
In addition to the aforementioned requirements, you will also receive a mark for class participation. This mark will be based on your showing up for class, demonstrating that you have read the material consistently and are able to take part in discussion, your involvement in classroom demonstrations, and your input on the films.
5.0 TOPICS AND SCHEDULE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
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<tbody>
<tr>
<td>Introduction to Systems of Psychotherapy and their Evaluation</td>
<td>September 10, 2019</td>
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<tr>
<td>Assessment-Treatment Link and Case Conceptualization</td>
<td>September 17, 2019</td>
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<tr>
<td>Psychodynamic Therapy (including Brief Dynamic Psychotherapies)</td>
<td>September 24, 2019</td>
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<tr>
<td>Client-centered Therapy and Existential Psychotherapy</td>
<td>October 1, 2019</td>
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<tr>
<td>Experiential Therapies (Gestalt therapy and Emotion-Focused Therapy)</td>
<td>October 8, 2019</td>
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<tr>
<td>Behavior Therapy</td>
<td>October 15, 2019</td>
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<td>Cognitive Therapy</td>
<td>October 22, 2019</td>
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<tr>
<td>Rational Emotive Behaviour Therapy and other CBTs</td>
<td>October 29, 2019</td>
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<tr>
<td>Interpersonal Psychotherapy</td>
<td>November 5, 2019</td>
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<tr>
<td>Motivational Interviewing</td>
<td>November 12, 2019</td>
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<tr>
<td>Acceptance and Commitment Therapy</td>
<td>November 19, 2019</td>
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<tr>
<td>Mindfulness-Based Cognitive Therapy</td>
<td>November 26, 2019</td>
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<tr>
<td>Psychotherapy Integration</td>
<td>December 3, 2019</td>
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**The Structure of Class Time**

The structure of our class time will typically be divided into two sections. First there will be a presentation lasting 1 hour. Following this presentation, I will lead discussion and supplement the material presented. Following this, we will either watch and discuss a film on one of the psychotherapeutic approaches or practice some of the psychotherapy skills that bear on a particular approach. I will take the lead for the first two weeks. After this, we will begin presentations. A schedule of class presentations and films/intervention skills are appended to the course outline.

**Class Videos:**
A variety of different videos will be shown in class throughout the semester in order to illustrate the application of various therapeutic approaches. These videos are an integral part of the course. When watching the videos, try to keep the following questions in mind:

1. What was the therapist trying to accomplish? What were the therapist’s goals?
2. How was the therapist trying to accomplish the goals (in #1 above)?
3. What was the theoretical basis for what the therapist was doing? Do you think the theory was applied skillfully?
4. Do you think the therapy was helpful to the person? If so, what about it was helpful? If not, why do you think it wasn’t?
5. Was the therapy ethical (why or why not)?
6. If you were looking for a therapist, would you consider going to the one in the video (why or why not)?

6.0 COURSE READINGS

Introduction to Systems of Psychotherapy and their Evaluation


Assessment-Treatment Link and Case Conceptualization


Psychodynamic Therapy (including Brief Dynamic Psychotherapies)


**Client-centered Therapy and Existential Psychotherapy**


**Experiential Therapies (Gestalt therapy and Emotion-Focused Therapy)**


**Behavior Therapy**


**Cognitive Therapy**


**Rational Emotive Behaviour Therapy (and other CBTs)**


**Interpersonal Psychotherapy**


**Motivational Interviewing**


- Chapter 2: The spirit of motivational interviewing (pp. 14-24).
- Chapter 3: The method of motivational interviewing (pp. 25-36).


**Acceptance and Commitment Therapy**


**Mindfulness-Based Cognitive Therapy**


**Psychotherapy Integration**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter</th>
<th>Last 1-2 Hours (David)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Introduction to Systems of Psychotherapy and their Evaluation</td>
<td>David</td>
<td>Discussion</td>
<td>September 10, 2019</td>
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<tr>
<td>Assessment-Treatment Link and Case Conceptualization</td>
<td>David</td>
<td>Film: Christine Padesky, Case-Conceptualization; Exercises</td>
<td>September 17, 2019</td>
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<tr>
<td>Psychodynamic Therapy (including Brief Dynamic Psychotherapies)</td>
<td>Film: Hanna Levenson, Time-Limited Dynamic Psychotherapy &amp; Discussion and/or Film: Donald Freedheim, Short-Term Dynamic Therapy &amp; Discussion</td>
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<td>September 24, 2019</td>
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<tr>
<td>Client-Centered Therapy</td>
<td>Film: Nathaniel J. Raskin, Client-Centered Therapy &amp; Discussion</td>
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<td>October 1, 2019</td>
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<tr>
<td>Experiential Therapies (Gestalt therapy and Emotion-Focused Therapy)</td>
<td>Les Greenberg, Emotion-Focused Therapy &amp; Discussion</td>
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<td>October 8, 2019</td>
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<td>Behavior Therapy</td>
<td>Practice of Behavioral Activation and Exposure Strategies</td>
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<td>October 22, 2019</td>
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<td>Cognitive Therapy</td>
<td>Film: Judith Beck, Cognitive Therapy &amp; Discussion</td>
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<td>Rational Emotive Behaviour Therapy</td>
<td>Practice of Cognitive Therapy techniques</td>
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<td>November 5, 2019</td>
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<tr>
<td>Interpersonal Psychotherapy</td>
<td>Film: Gregory Hinrichsen, Interpersonal Psychotherapy for Older Adults with Depression</td>
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<tr>
<td>Motivational Interviewing</td>
<td>Motivational Interviewing Exercises</td>
<td>November 19, 2019</td>
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<tr>
<td>Acceptance and Commitment Therapy</td>
<td>Film: Steven Hayes, Acceptance and Commitment Therapy &amp; Discussion</td>
<td>November 26, 2019</td>
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<tr>
<td>Mindfulness-Based Cognitive Therapy</td>
<td>Film: Zindel Segal, Mindfulness-Based CT for Depression; Exercises &amp; Discussion</td>
<td>December 3, 2019</td>
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<tr>
<td>Psychotherapy Integration</td>
<td>Discussion and Wrap Up</td>
<td>December 10, 2019</td>
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