
PSYC 680A	Lifespan Psychotherapy	Fall 2020
Instructor:	Joshua Madsen, Ph.D.	Lecture Location: Online—Zoom
Supervisor:	Kyleigh Schraeder, Ph.D.	Lecture Days/Time: Wednesday 9:00-11:45
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Office:	Online—Zoom	TA: Julie Gorenko, MSc
Office Hours:	By appointment.	

Course Description and Objectives

This course provides an introduction to the practice of psychotherapy with adults. Students will learn about selected psychotherapy theory, research and methods, with an emphasis on evidence-based practice. The course includes an introduction to basic concepts in psychotherapy and psychotherapy research, case conceptualization, and interviewing skills. Students will learn about behavioural, cognitive-behavioural and other psychotherapies. This course will combine didactic and experiential instructional methods including lectures, discussion, role-plays, video review, reflection exercises, and supervised training cases. Students will learn to assess, conceptualize and treat a defined problem under supervision. This course will be taught fully online, including intervention practice.

Acknowledgments and Respect for Diversity

I would like to acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. My commitment to you as your instructor is to minimize systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us. I ask that you also join me in this commitment to foster respect for one another, enhance solidarity, and build community. Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

I believe that academia should be family friendly. The choice to have children has disproportionately affected women in academia. I do not want childcare or other parenting issues to be a barrier to your success in any aspect of this course, and as such welcome conversations about accommodations (see <https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples>).

The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Communication guidelines will be posted in D2L. Feedback will be solicited to determine if the guidelines are appropriate and comprehensive. The guidelines will be reviewed and enforced, as necessary.

Course Format

Lectures will be taught live via Zoom during each scheduled class as per the course schedule below and will be recorded and posted to D2L after class.

Prerequisites

Admission to the Graduate Program in Psychology or by permission of the Instructor.

Required Texts and Readings

Barlow, D.H. et al. (2018). Unified Protocol for Transdiagnostic Treatment of Emotional Disorders: Therapist Guide (2nd ed.). Oxford University Press. Available for online purchase at Oxford University Press or Amazon.

Barlow, D.H. et al. (2018). Unified Protocol for Transdiagnostic Treatment of Emotional Disorders: Workbook (2nd ed.). Oxford University Press. Available for online purchase at Oxford University Press or Amazon.

Required articles with links are as follows:

Tolin, D. F. (2019). Inhibitory learning for anxiety-related disorders. *Cognitive and Behavioral Practice, 26*(1), 225-236.

<https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1077722918300701>

Okamoto, A., Dattilio, F. M., Dobson, K. S., & Kazantzis, N. (2019). The therapeutic relationship in cognitive-behavioral therapy: Essential features and common challenges. *Practice Innovations (Washington, D.C.), 4*(2), 112-123.

<https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=01906592-201906000-00004&LSLINK=80&D=ovft>

Fang, A., Sawyer, A. T., Asnaani, A., & Hofmann, S. G. (2013). Social mishap exposures for social anxiety disorder: An important treatment ingredient. *Cognitive and Behavioral Practice, 20*(2), 213-220.

<https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1077722912000752>

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B, Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life. *American Psychologist, 62*(4), 271-286.

<https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00000487-200705000-00001&LSLINK=80&D=ovft>

Other assigned readings or videos will be made available via D2L.

Recommended Resources

Abramowitz, J.S., Deacon, B.J., & Whiteside, S.P.H. (2019). *Exposure Therapy for Anxiety: Principles and Practice* (2nd ed.). Guilford.

“The OCD Project” – Episodes available free online.

Required Technology

You will need to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam/Camera (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Stable internet connection

Please let me know if you have concerns about your ability to access any of these technologies.

Learning Objectives

Course learning objectives are largely organized by the three essential components of good Cognitive Behavioural Therapy (CBT), as outlined by David Tolin (2016): Good Therapy; Good Conceptualization; and Good Technique. These correspond closely to the common factors of Relational, Conceptual, and Technical Skills, respectively, proposed by Timothy Anderson and Clara E. Hill (2017), who add Cultural Skills as a domain. Knowledge, skills, and attitudes related to working effectively with people from different backgrounds from one’s own (i.e., cultural competence) are relevant in all aspects of our professional practice in psychology and are highlighted in several of the following learning objectives.

Good Therapy:

- *Revise* judgments (e.g., case formulation) and change behaviour in light of new evidence that suggests doing so will improve the therapeutic process.
- Consistently *execute* key therapeutic interpersonal skills in appropriate context (e.g., cultural considerations) with two clients, including empathy, validation, and building hope.
- *Generate* self-knowledge about biases, assumptions, and values relevant to the practice of psychotherapy through reflective practice.
- From memory, *recall* the three components of the therapeutic alliance.
- *Check* adequacy of treatment process with clients with respect to the therapeutic alliance.

Good Conceptualization:

- *Explain* the key elements, desired characteristics, and functions of case conceptualization in psychotherapy.
- *Describe* mechanisms of exposure-based procedures in CBT.

- *Describe* the main components of a case conceptualization in the Unified Protocol Transdiagnostic Treatment of Emotional Disorders.
- Given assessment of two clients with anxiety complaints, *generate* a case conceptualization according to the Unified Protocol, incorporating cultural considerations, as relevant.

Good Technique:

- *Recognize* definitions of foundational CBT/Unified Protocol concepts.
- *Identify* CBT principles in hypothetical scenarios or real-world examples of behaviour.
- Based on case conceptualizations for two clients, *plan* courses of Unified Protocol treatment that includes major therapeutic tasks, interventions, and sequencing considerations.
- *Explain* CBT principles, procedures, and rationale in an understandable way to two clients.
- *Implement* basic CBT strategies with two clients with a specific phobia or social anxiety disorder, making adaptations to account for cultural factors, as appropriate.

Other:

- *Implement* Feedback-Informed Treatment (FIT) in two Unified Protocol treatment courses.
- *Summarize* conclusions about absolute versus relative efficacy in psychotherapy.
- *Explain* the principles and major interventions of another therapeutic approach.
- *Discuss* reasons why a theory is essential to the effective practice of psychotherapy.

Assessment Methods

Assessment methods reflect evidence-based teaching and learning strategies and principles drawn from the Community of Inquiry (CoI) framework for effective online teaching and learning. Assessment methods are also designed to facilitate student-student, student-content, and student-instructor interaction.

Group supervision – 36% of final grade

- **Structure.** Students are to attend weekly, group supervision sessions.
- **Content.** Supervision will include review of all clients' progress. Students are expected to come to supervision prepared to discuss their cases, including being ready to (1) articulate their understanding of the therapeutic process with respect to the Unified Protocol, (2) share and interpret progress and alliance data for clients, (3) present other material as directed by the supervisor, such as case conceptualizations, and (4) posing specific questions. All students are expected to contribute actively and meaningfully throughout supervision, including during discussion of other students' clients, as appropriate and encouraged by the supervisor or TA, and engaging in experiential activities that may be recommended.
- **Grading.** A total of 3 points will be possible for each of 12 group supervision sessions (3 x 12 = 36 total lab points). Grades will be contingent on active participation in supervision, including evidence that (1) students are prepared for therapy and supervision sessions, (2) feedback is being incorporated meaningfully in one's clinical work, and (3) students are reflective and purposeful in their therapeutic processes (e.g., evaluating biases, etc.). Grades are *not* contingent on client outcomes. See rubric in D2L for expectations and grading criteria.
- **Pedagogical rationale.** Supervised practice in psychotherapy is an essential learning activity in

developing intervention-related competencies and meeting a number of the course learning objectives. Experience is key to learning: performance with the opportunity to receive feedback with respect to specific skills, reflection, and subsequent practice opportunities targeting these skills is central to the development of competence and expertise (see Kolb, 1984, 2014; Rousmaniere et al., 2017).

Lecture activities – 64% of final grade

Quizzes (20%)

- **Structure.** Students go to D2L and take a quiz at the end of class that will be composed of multiple choice and/or short answer questions. Students will have 15 minutes to complete quizzes. The use of books and notes is not allowed. Although use of course materials cannot be monitored in this online course, you will deprive yourself of the learning opportunity that quizzes offer via retrieval practice if you use notes. The quiz will be made available in D2L to take again in the 15 minutes immediately prior to the next class session (i.e., Wed., 8:45am); it is not required to re-take it, as only the highest of the two scores will be calculated in the final grade.
- **Content.** Questions are cumulative and based on assigned lecture and lab readings and videos, and content of class presentations.
- **Grading.** Quizzes are worth 5 points each (4 x 5 points = 20 points).
- **Pedagogical rationale.** To set up students for optimal learning by ensuring that materials are read and analyzed in a manner that will maximize students' in-class engagement. If you are not in class, you cannot engage with the materials in the intellectual forum of the classroom. Quizzes have been shown to be evidence-based strategies to promote learning (Lang, 2016).

3-2-1 Assignments (adapted from Van Gyn, 2013) (20%)

- **Structure.** Students go to D2L and post about selected material on the course discussion forum. Each post includes three elements: 3 things I learned; 2 things I would like to use and why; and 1 question that I still have. In addition, each student must respond to another student's 3-2-1 post on the forum.
- **Content.** 3-2-1 posts will be in response to selected readings and/or video reviews.
- **Grading.** 3-2-1 posts and responses will be worth 5 points each (4 x 5 = 20 points).
- **Pedagogical rationale.** 3-2-1 assignments enhance student engagement, empowerment, and participation and indicate areas where students may be experiencing difficulty. They also help students think more deeply and critically about course material (Van Gyn, 2013); "Humans learn what we think deeply about" (McEntarffer, 2020). See rubric in D2L for detailed description of expectations for these assignments and grading criteria.

In-class Engagement and Participation (24%)

- **Structure.** Students attend and actively participate in weekly lecture.
- **Content.** Lecture sessions will include didactic presentations, class discussion, video review, and experiential activities (e.g., role play). Active responding will be encouraged and at times explicitly prompted using the Zoom chat feature, Padlet, etc.
- **Grading.** Two participation points are available every lecture. Only 12 of the 13 lectures will be graded; the lowest will be dropped (12 x 2 = 24 points).
- **Pedagogical rationale.** If students are not in class, they cannot engage with the materials in the intellectual forum of the classroom. Optimal learning occurs when students are in class and actively engaged with each other, the material, and the instructor. See rubric in D2L for detailed

description of expectations for participation and grading criteria.

Late assignments will not be accepted without instructor approval.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Faculty of Graduate Studies Grading System

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Topic/Activity	Readings & Videos/Assignments
Week 1: W Sep 9	<ul style="list-style-type: none">Introduction and Course OverviewAbsolute and Relative Efficacy of PsychotherapyThe Role of Theory in PsychotherapyWhat Matters in Psychotherapy?	Therapist Manual Chapter 1. Workbook Chapter 1. CAP Telepsychology Services Practice Guideline.
M Sep 14	Group supervision 1 <ul style="list-style-type: none">Orientation and ExpectationsTelehealth	University of Calgary Psychology Clinic Telehealth Policies and Procedures.

	<ul style="list-style-type: none"> Feedback-Informed Treatment (FIT) FIT Video Review (time permitting; Miller) 	Practicum agreements are due through Time2Track. Template of the agreement is on D2L.
Week 2: W Sep 16	<ul style="list-style-type: none"> Relationships that Work in Psychotherapy Collaborative Empiricism in CBT Video: Qualities and Actions of Effective Psychotherapists (Wampold) 	Therapist Manual Chapters 2- 4. Workbook Chapter 2. Okamoto et al. (2019) 3-2-1 Exercise – Okamoto et al.
R Sep 17	<i>Last day to drop a class without a penalty</i>	
F Sep 18	<i>Last day to add or swap a course</i>	
M Sep 21	Group supervision 2 <ul style="list-style-type: none"> Reviewing intakes and session planning Feedback-Informed Treatment (FIT) FIT Video Review (time permitting; Miller) 	Review “Keeping the Office Going” (Maheu, 2020) slides. FIT Manual 1.
Week 3: W Sep 23	<ul style="list-style-type: none"> Case Conceptualization in Psychotherapy Functional Assessment in the Unified Protocol Video: Setting the Stage (UP Institute, Barlow) 	Therapist Manual Chapter 5. Workbook Chapter 3. Involving Significant Others video presentation. Quiz 1
F Sep 25	<i>Fee payment deadline for Fall Term full and half courses.</i>	
M Sep 28	Group supervision 3 <ul style="list-style-type: none"> Case Formulation Therapeutic Relationship 	APA Telepsychology Best Practice 101 Series, Segment #1 (2 hrs.).
Week 4: W Sep 30	<ul style="list-style-type: none"> Motivational Interviewing (MI) Enhancing Motivation in the Unified Protocol (Module 1) Video: MI Step by Step (psychotherapy.net) 	Therapist Manual Chapter 6. Workbook Chapter 4. Motivational Enhancement YouTube Video (UP Institute)
M Oct 5	Group supervision 4: <ul style="list-style-type: none"> Use of structure Goal-setting At-home practice 	FIT Manual 2.
Week 5: W Oct 7	<ul style="list-style-type: none"> Understanding Emotions (Module 2) Video: Three Component Model YouTube Video (UP Institute) 	Therapist Manual Chapter 7. Workbook Chapters 5 and 6. Tolin (2019) 3-2-1 Exercise – Tolin (2019)
M Oct 12	<i>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>	
T Oct 13 – F Oct 16	Supervision 5: Schedule an individual supervision time with Dr. Madsen, supervisor, or TA.	
Week 6: W Oct 14	<ul style="list-style-type: none"> Third Wave Behavioural Therapies Mindful Emotion Awareness (Module 3) <i>Guest facilitator: Dr. Lianne Tomfohr-Madsen</i>	Therapist Manual Chapter 8. Workbook Chapter 7. Quiz 2
M Oct 19	Group supervision 6	
Week 7: W Oct 21	<ul style="list-style-type: none"> Cognitive Flexibility I (Module 4) Video 1: Modifying Automatic Thoughts (Learning CBT; Wright, Basco, & Thase, 2006) 	Therapist Manual Chapter 9. Workbook Chapter 8.

	<ul style="list-style-type: none"> Video 2 (time permitting): Downward Arrow Technique (Learning CBT; Wright et al., 2006) 	Cognitive Restructuring YouTube Video (UP Institute)
M Oct 26	Group supervision 7	
Week 8: W Oct 28	<ul style="list-style-type: none"> Cognitive Flexibility II 	Fang et al. (2013) <i>and</i> watch the 3 YouTube videos (links on p. 8) 3-2-1 Exercise – Fang et al. (2013)
M Nov 2	Group supervision 8	
Week 9: W Nov 4	<ul style="list-style-type: none"> Countering Emotional Behaviours (Module 5) Video 1: Social Anxiety Exposure (The Speech; UP Institute) Video 2 (time permitting): Constructing a Hierarchy (Learning CBT; Wright et al., 2006) 	Therapist Manual Chapter 10. Workbook Chapter 9. Emotional Behaviours YouTube Video (UP Institute) Quiz 3
Nov 8-14	<i>Term Break No Classes</i>	
W Nov 11	<i>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>	
M Nov 16	Group supervision 9	
Week 10: W Nov 18	<ul style="list-style-type: none"> Understanding and Confronting Physical Sensations (Module 6) Video: PTSD Exposure (The Snorkel; UP Institute) <i>Guest facilitator: Dr. Lianne Tomfohr-Madsen</i>	Therapist Manual Chapter 11. Workbook Chapter 10.
M Nov 23	Group supervision 10	
Week 11: W Nov 25	<ul style="list-style-type: none"> Emotion Exposures I (Module 7) Video 1: GAD and OCD Exposure (The Puzzle; UP Institute) Video 2 (time permitting): In Vivo Exposure (Learning CBT; Wright et al., 2006) 	Therapist Manual Chapter 12. Workbook Chapter 11. Sue et al. (2007) 3-2-1 Exercise – Sue et al. (2007)
M Nov 30	Group supervision 11	
Week 12: W Dec 2	<ul style="list-style-type: none"> Emotion Exposures II and Recognizing Accomplishments and Looking to the Future (Module 7 and 8) Video: OCD Exposure (The Letter; UP Institute) 	Therapist Manual Chapter 14. Workbook Chapter 13. Quiz 4
M Dec 7	Group supervision 12	
Week 13: W Dec 9	<ul style="list-style-type: none"> Emotionally Focused Couple Therapy Video Review: EFT in Action (psychotherapy.net) 	
	<i>Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.</i>	
Dec 12-23	<i>Fall Final Exam Period</i>	

Note. Topics for supervision are tentative. What is covered during group supervision will be largely dictated by treatment progress and determinations of most pressing clinical and training needs.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. **Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>. **Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).**

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor.

The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 17, 2020**. Last day add/swap a course is **Friday, September 18, 2020**. The last day to withdraw from this course is **Wednesday, December 9, 2020**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>