

PSYC 681	Adult Psychotherapy	Winter 2019
<b>Instructor:</b>	Dr. Joshua Madsen Dr. Lianne Tomfohr-Madsen	<b>Lecture/Lab Location:</b> EDC 281D
<b>Phone:</b>	O: 403-210-7994 (JM) C: 587-890-6818 (JM) O: 403-220-2243 (LTM) C: 403-830-1854 (LTM)	<b>Lecture Days/Time:</b> Wednesday 9:00-11:45
<b>Email:</b>	jmadson@ucalgary.ca ltomfohr@ucalgary.ca	<b>Lab Days/Time:</b> Friday 9:00-11:45
<b>Office:</b>	EDC 281M (JM) Admin 266 (LTM)	<b>TA:</b> Amanda Fernandez, MSc
<b>Office Hours:</b>	By appointment	

### Course Description and Goals

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.

Program Learning Outcomes	Level Met	Primary Instructional Method	Secondary Instructional Method	Primary Assessment Method	Secondary Assessment Method
1. Demonstrate knowledge of cognitive behavior therapy	A	Direct	Experiential	Demo	W Assign
2. Demonstrate knowledge of models of psychotherapy	C	Direct	Interactive	Oral	W Assign
3. Demonstrates knowledge of therapeutic alliance	C	Direct	Experiential	Oral	Demo
4. Demonstrates ability to apply basic cognitive behavioural strategies with client with a specific and/or social anxiety disorder	C	Experiential	Interactive	W Assign	Oral
5. Communicate effectively in verbal, in person format	A	Interactive	Experiential	Oral	N/A
6. Communicate effectively in written format	A	Direct	Indirect	W Assign	NS

Notes. Level met: I = introductory level, C = competency level, A = advanced level, N = not met. Instructional methods: Direct, Interactive, Indirect, Independent, Experiential, NI = not instructed. Assessment methods: MC = multiple choice tests/exams, W Exams = written tests/exams, W Assign = written assignments/papers, Oral = oral, Demo = demonstration of ability, NA = not assessed, NT = not taught, NS = no secondary method.

## Required Text

Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual, Fifth Edition (2014). Edited by David H. Barlow. Guilford Press. Available at the University Bookstore. Other assigned readings will be made available via D2L.

## Evaluation

**Course Requirements and Evaluation.** This course has two components: (1) the lectures, which will focus on the theory and practice of adult psychotherapy; and (2) the practicum, in which each student will assume primary clinical responsibility for two individuals with an anxiety disorder and develop clinical skills under supervision. Students will also gain experience with the collection and use of progress and outcome monitoring data to guide their treatment decisions. There are 100 total points available in the course; the breakdown of these points is outlined below.

**Readings and in-class participation.** (26% of final grade) Grades will be based on (1) your attendance and comments and questions that indicate that you have read and understood the assigned readings and (2) your participation during class presentations, demonstrations, discussions, and role plays. The expectation is that you will have completed readings prior to each class, so maximum class time can be devoted to questions arising from this material and in-class practice and other experiential learning activities. You will receive 0 points per class for non-attendance, 1 point for attendance, and an additional 1 point for active participation, up to a maximum of 26 points for participation (13 classes x 2 points each).

**Completion of weekly at-home activities.** (24% of final grade) Activities will be assigned weekly and will provide experience with the type of assignments psychotherapy clients are often asked to complete (12 assignments x 2 points each).

**Clinical cases.** Each student will be assigned two clients experiencing significant anxiety or an anxiety disorder. Under supervision of the instructor, you will take primary responsibility to assess the client, develop a case conceptualization, plan treatment, deliver the intervention, and evaluate progress and outcome. Group supervision will occur during each of the lab sessions, in which client progress is reviewed, feedback provided, and any questions, issues, problems, and concerns discussed. Each treatment session must be recorded for review and supervision purposes. Recordings will be made using the Psychology Clinic's secure video recording system, on which students will be trained prior to commencing treatment. Supervision sessions will allow discussion and feedback on a particular session, issue or problem. In case of emergency, one of the instructors (or an assigned back-up registered psychologist) will be available between scheduled supervision.

Progress notes that document services provided must be completed within 24 hours of each session according to the format provided. The file for each client must be kept in a secure location within the Psychology Clinic and notes will be entered electronically into Titanium, on which students will receive training. The instructor must sign each Titanium entry.

You are expected to dress professionally, fully respect client confidentiality, and behave in a professional and ethical manner at all times with respect to your clients. A breach of ethical conduct will lead to a failure of the course. You must receive a passing evaluation in your clinical performance to pass this course.

**Psychotherapy portfolio.** (25% of final grade) Students are expected to attend supervision weekly, have created a session plan for each weekly session, have practiced assigned role plays and to create a videography record of a minimum of 10 key clinical competencies. Students will be expected to review video of their sessions regularly and to bring segments to review in supervision. There is no expectation that these segments are perfect, in fact, the best learning happens when students are willing to review video from a therapy experience they struggled with or had questions about.

Consistent with the goals of the applied portion of the course, students will collect electronic video samples (see Video Samples and Written Reflection) and written examples of their work (see “Written Case Review” below description) to illustrate progress toward the goals of training. Detailed descriptions of the required contents of the complete portfolio—which is due at the end of the Winter 2019 term—are provided below. **One assignment will be due weekly, starting on February 6, 2019. By April 19, 2019,** all 10 required assignments should be handed in and graded.

Please note: most of these goals should occur naturally over the course of therapy sessions and will not need to be “forced” or the goal of a therapy session. Each portfolio entry is worth 2.5% toward your grade. Students are expected to bring video clips of the key competencies identified below to weekly supervision for approval and review.

**Video samples and written reflection.** Self-reflection exercises will be based on video review of therapy sessions. Students are to identify clips in their videos that depict one of the 11 key therapeutic tasks listed below. Students are asked to select the clip that they believe best illustrates the specific task of interest. Clips will generally be between 5 to 10 minutes, and are not to exceed 15 minutes. Grading is NOT based on competency in the execution of the task or its effectiveness, but rather students’ self-reflection exercises on the basis of each of these clips. Written documents will be approximately 1 page in length (double spaced).

Please note: most of these goals should occur naturally over the course of therapy sessions and will not need to be “forced” for the goal of a therapy session. Students are welcome to bring video clips of the key competencies identified below to weekly supervision for approval and review.

- **Informed Consent.** Mark places in your therapy session that you believe demonstrate your explanation of informed consent to a client. Then, in your written document, describe for me what you would do the same in your explanation, what you would do differently, and how you assessed the clients understanding of the consent process.
- **Rapport Building.** Mark places in your therapy session that you believe demonstrate rapport building with a client. Then, in your written document, describe what actions you took to build rapport (i.e., using validation, empathic listening), and how the client responded. Describe what you would do the same and differently while building rapport.

- **Case Conceptualization.** Mark an example in your therapy session that you believe demonstrates the process of sharing case conceptualization with a client. Describe the therapeutic model chosen, how client feedback was elicited, how/if you adapted the conceptualization based on client feedback. Describe what you would do the same in the process of describing case conceptualization and what you would do differently.
- **Structuring an Exposure Hierarchy.** Mark an example in your therapy session that that you believe demonstrates the process of creating an exposure hierarchy with a client. Then, in your written document, describe the approach you took to create the hierarchy, the written materials used, how you created anxiety anchors with the client and how you were able to elicit specific examples of fear inducing situations. Describe what you would do the same in the process of building the hierarchy and what you would do differently.
- **Conducting an Exposure.** Mark an example in your therapy session that you believe demonstrates the process of conducting an exposure with a client. Then, in your written document, describe what preparation was for the exposure, how you set up the specific exposure exercise with the client, and how you tracked the client's anxiety through the exposure. Describe what you would do the same in the process of conducting the exposure and what you would do differently.
- **Debriefing an Exposure.** Mark an example that you believe demonstrates the process of debriefing an exposure with a client. Then, in your written document, describe what your goals of the debriefing were, what you believe the client learned in the process including specific examples of what lead you to your conclusion. Describe what you would do the same in the process of debriefing the exposure and what you would do differently.
- **Cognitive Restructuring.** Mark an example that you believe demonstrates the process of cognitive restructuring with a client. Then, in your written document, describe what techniques you used, how you incorporated worksheets and if you did not, why you choose not to, what the conclusion of the exercise was. Describe what you would do the same in the process of cognitive restructuring and what you would do differently.
- **Evaluate Treatment Progress and Modify Treatment Planning as Indicated.** Mark an example that you believe demonstrates your feedback of treatment progressing using established outcome measures. Describe how you assessed the documented treatment outcomes, altered treatment plan accordingly and describes instances of lack of process and actions taken in response. Describe how you engaged the client in the discussion. Describe what you would do the same in the process of evaluating treatment progress and what you would do differently.
- **Assigning at-Home Practice.** Mark an example that you believe demonstrates your assignment of at home practice activities. Then, in your written document, describe the theoretical rationale for assigning the home practice, the supporting documentation given to the client and if none was provided, why it was not, how client motivation to complete the assignment was assessed and what the outcome of the assignment was (from the subsequent session). Describe what you would do the same in the process of assignment at home practice and what you would do differently.
- **Reviewing at-Home Practice.** Mark an example that you believe demonstrates review of at home

practice activities. Then, in your written document, describe when the review was conducted, the supporting documentation reviewed, and how the client responded to the review process. Importantly, the client did not need to have done the at home practice for the review to be useful. Describe what you would do the same in the process of reviewing home practice and what you would do differently.

- **Relapse Prevention.** Mark an example that you believe demonstrates review of relapse prevention. Then, in your written document, describe your plan for discussing relapse prevention, the documentation from therapy that was reviewed, and how the client responded to the relapse prevention discussion. Describe what you would do the same in the process of discussing relapse prevention and what you would do differently.

The completed portfolio is due on April 19, 2019; however, these assignments should be thought of like a journal that you are working on throughout the duration of the course. It is recommended that one assignment is handed in weekly, starting on February 6, 2019. Each portfolio entry is worth 2.5% toward the final grade for a total of 25%. There will not be extra credit—portfolio entries for 10 therapeutic tasks are mandatory, and an 11<sup>th</sup> can be submitted if you wish to improve this portion of your grade (up to a maximum of 25%). In-class portfolio submissions are strongly preferred. There will be a 10% per day penalty for late submissions.

**Written Case review.** (25% of final grade). By April 19, 2019 you will write a case review of one of your clients. The grade will not depend on the outcome of the case or whether therapy is complete. Rather, your case review will be graded on the clarity and completeness of the following categories:

1. Presenting problem and history
2. Case formulation
3. Treatment plan
4. Assessment plan
5. Description of the treatment program
6. Description of the outcomes of the therapy
7. Follow-up plan
8. Relationship and other process issues in therapy
9. Description about how diversity influenced case formulation and treatment
10. Description of ethical issues that arose and how these were handled
11. Any other considerations or observations

Use the knowledge you have gained through course readings and lectures to inform your discussion of the above topics. It may be helpful to prepare charts or graphs to track change on key variables. The case review will be no longer than 10 pages. The case review is due no later than April 19, 2019. The case review must be double-spaced and prepared with 1 inch margins and 12-point font size. This work will be assigned a percentage grade and will comprise 25% of the course grade. In-class submissions are strongly preferred. There will be a 10% per day penalty for late submissions.

### Course Evaluation

The evaluation of the class and practicum component of the course will be based upon:

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| 1) Readings and in-class participation             | 26% |
| 2) Completion of weekly at-home activities.        | 24% |
| 3) Psychotherapy Portfolio (due by April 19, 2019) | 25% |
| 4) Written case review (due by April 19, 2019)     | 25% |

Students must achieve a passing grade on both the class and lab components to pass this course.

### 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%

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-).

### Important dates

#### [Winter 2019]

Date	
R Jan10	Lecture begins.
R Jan 17	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.
F Jan 18	Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.
Feb 17-23	Reading Days. No lectures.
M Feb 18	Family Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
F Apr 19	Good Friday. University Closed.
F Apr 12	Winter Term Lectures End. Last day to withdraw with permission from Fall Term half courses.

Date	Lecture Topic/Activities (Wednesday)	Lab Topic/Activities (Friday)	Readings
<i>T Jan 9</i>	<i>Winter term lectures begin.</i>		
Week 1: Jan 9/11		Introductory Meeting & Overview: Defining Psychotherapy and Evidence-Based Practice; Specific Ingredients vs. Common Factors in Psychotherapy; Feedback-Informed Treatment	Leichsenring, F., & Steinert, C. (2017) Is Cognitive Behavioral Therapy the Gold Standard for Psychotherapy? The Need for Plurality in Treatment and Research. <i>JAMA</i> . 2017;318(14):1323-1324. doi:10.1001/jama.2017.13737
Week 2: Jan 16/18	<i>No lecture. First lecture moved to Jan. 11<sup>th</sup>.</i>	Supervision expectations, intake assessment & interviewing, case formulation <u>Clinic orientation:</u> Professionalism, consent, privacy & security, record keeping, forms, emergencies, etc.	
Week 3: Jan 23/25	Panic and Agoraphobia <i>Practice:</i> Psychoeducation	Case formulation; Therapeutic relationship; Group supervision	Chapter 1. Panic Disorder and Agoraphobia.
Week 4: Jan 30/ Feb 1	Social Anxiety Disorder <i>Practice:</i> Cognitive restructuring.	Use of structure; Goal-setting; At-home practice; Group supervision	Chapter 3. Social Anxiety Disorder
Week 5: Feb 6/8	Obsessive-Compulsive Disorder <i>Practice:</i> Cost-benefit analysis (using rituals vs. not)	Group supervision; Relaxation Training	Chapter 4. Obsessive-Compulsive Disorder
Week 6: Feb 13/15	Generalized Anxiety Disorder <i>Practice:</i> Engaging in Actions (Values worksheet)	Group supervision Cognitive defusion	Chapter 5. An Acceptance-Based Behavioral Therapy for Generalized Anxiety Disorder

<i>Feb. 18<sup>th</sup> to 25<sup>th</sup> – Reading week. No lectures.</i>			
Week 7: Feb 27/ Mar 1	Behavioral Activation for Depression <i>Practice: Activity Monitoring, Structuring Activation Goals</i>	Group supervision with video review	Chapter 9. Behavioral Activation for Depression
Week 8: Mar 6/8	Borderline Personality Disorder <i>Practice: Interpersonal effectiveness skills training</i>	Group supervision <i>Facilitated by: Amanda Fernandez</i>	Chapter 10: Borderline Personality Disorder
Week 9 Mar 13/15	Bipolar Disorder <i>Practice: Communication enhancement training</i>	Group supervision with video review	Chapter 11. Bipolar Disorder
Week 10: Mar 20/22	Cognitive Therapy for Depression <i>Practice: To be determined.</i>	Group supervision with video review	Chapter 7: Cognitive Therapy for Depression
Week 11: Mar 27/29	Insomnia (LTM) <i>Practice: Review sleep diary; Calculating sleep efficiency and setting a sleep window</i>	Group supervision with video review	Chapter 16. Treatment of Sleep Disturbance
Week 12: Apr 3/5	Cultural Competence Cultural Adaptations of Treatment <i>Practice: To be determined.</i>	Group supervision with video review	Sue, Stanley et al. (2009). The case for cultural competency in psychotherapeutic interventions. <i>Annual Review of Psychology</i> , 60, 525-548.
Week 13: Apr 10/12	Emotionally Focused Couple Therapy <i>Practice: To be determined.</i>	Group supervision with video review	Johnson, S. M. (2008). Emotionally Focused Couple Therapy. In A. S. Gurman (Ed.), <i>Clinical Handbook of Couple Therapy, 4<sup>th</sup> edition</i> (97-128). New York: The Guilford Press.
F Apr 12	<i>Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.</i>		
F Apr 19	<i>Written case review assignment and Psychotherapy Portfolio due.</i>		

### Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the

Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy). Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy). Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

### **Absence From A Test/Exam**

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . 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 during exam make-up hours provided by the department** <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. **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](mailto:psyugrd@ucalgary.ca)).

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Acknowledgments and Respect for Diversity**

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. 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.

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

### **Student Ombudsman's Office**

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic

careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)  
(<http://www.ucalgary.ca/provost/students/ombuds>)

### **Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.  
Call 403-220-5333.

### **Important Dates**

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **January 17, 2019**. Last day for registration/change of registration is **January 18, 2019**. The last day to withdraw from this course is **April 12, 2019**.