

PSYC 680A		Lifespan Psychotherapy		Fall 2022	
<b>Instructor:</b>	Andrea Feldstain, Ph.D.	<b>Lecture Location:</b>	SA 249		
<b>Supervisor:</b>	Kristin Russell, Ph.D.	<b>Days/Time:</b>	Wednesday 4:40-7:25		
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### Course Description and Objectives

This course provides an introduction to the practice of psychotherapy. Content of this term focuses on foundational material in the practice of intervention with adults. Students will learn about psychotherapy theory, research and methods, with an emphasis on evidence-based practice. The course includes an introduction to basic concepts in psychotherapy, case conceptualization, interviewing skills, and intervention skills. 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 outline and content is built upon the intellectual property of Dr. Joshua Madsen and Dr. Deborah Dobson. Dr. Madsen kindly supplied his materials from previous versions of this course.

### 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.

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.

### Course Format

Lectures will be taught live as per the course schedule below.

### Prerequisites

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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* (2<sup>nd</sup> ed.). Oxford University Press. Available for checkout in the University of Calgary Psychology Clinic Library or for online purchase at Oxford University Press or Amazon.

Barlow, D.H. et al. (2018). *Unified Protocol for Transdiagnostic Treatment of Emotional Disorders: Workbook* (2<sup>nd</sup> ed.). Oxford University Press. Available for checkout in the University of Calgary Psychology Clinic Library or for online purchase at Oxford University Press or Amazon.

*A schedule of other required articles with links will be posted on D2L.*

### Recommended Resources

Abramowitz, J. S., Deacon, B. J., & Whiteside, S. P. H. (2019). *Exposure therapy for anxiety: Principles and Practice* (2<sup>nd</sup> ed.). Guilford Press. Available for online purchase at Guilford Publications or Amazon.

Dimidjian, S. (Ed.). (2021). *Evidence-based practice in action: Bridging clinical science and intervention*. Guilford.

Teyber, E. & Teyber, F. (2016). *Interpersonal process in therapy: An integrative model* (7<sup>th</sup> ed.). Brooks Cole. Available for online purchase at Guilford Publications or Amazon.

Miller, W. R., & Moyers, T. B. (2021). *Effective psychotherapists: Clinical skills that improve client outcomes*. Guilford Press. Available for online purchase at Guilford Publications or Amazon.

Yalom, I.D. (2017). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Harper. Available for online purchase at Amazon.

“The OCD Project” – Episodes available free online on Youtube.

### Assessment Methods

#### Citizenship (10%)

- **Structure.** Citizenship pertains to each student’s contributions to class sessions and group supervisions. It is expected that all students will prepare for and participate in class discussion and exercises. Please note that citizenship goes beyond participation, however. **You will be evaluated on how well you contribute to the class, not simply how often you speak.** The course and supervision are planned to allow for learning, discussion, and practice. Each of us brings our own expertise that differs from each other’s. We can bolster learning by creating a safe space for everyone involved. We will strive to create an open and inclusive environment where everyone has the opportunity to share their thoughts and make mistakes.
- **Content.**
  - **Class:** Students will be evaluated on the quality of their contributions to class as demonstrated, in part, by knowledge of the readings for that week and their thoughtful reflections on or questions

- about the material. They will also be evaluated on respectful listening and openness to other perspectives.
- **Supervision:** Students will be evaluated on preparedness for supervision; implementing feedback; case management (e.g. keeping file up-to-date, completing paperwork within the timeframe specified by the clinical supervisor); thoughtfulness, respect, and participation in case discussions.
  - **Grading.** Citizenship will be graded on a scale from 0 to 2 for each class and supervision: 2= good citizenship, 1= minor concern with citizenship, 0= major concern with citizenship. **Students will not be penalized for missing classes for observing holidays of cultural/personal significance.** If you will be away, please email Dr. Feldstain (for class) or Dr. Russell (for supervision) in advance.
  - **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. Course climate is conducive to learning (Ambrose et al., 2010).

### 3-2-1 Assignments (adapted from Van Gyn, 2013) (30%)

- **Structure.** Students will reflect on the selected material from each week's reading assignments.
- **Content.** 3-2-1 posts will be in response to the selected reading. Each reflection includes three elements: 3 things I learned; 2 things I would like to use and why; and 1 question that I still have. Required length is 1-3 pages, although grading will reflect content and not length.
- **Grading.** Each assignment will be given a percentage grade based on demonstrated understanding of the content (50%) and thoughtfulness about integration of the material into clinical practice (50%).
- **Pedagogical rationale.** 3-2-1 assignments enhance student engagement, empowerment, and participation. These indicate areas where students may be having trouble and what might be valuable for class discussions to bolster mastery of class topics. They also help students think more deeply and critically about course material (Van Gyn, 2013); "Humans learn what we think deeply about" (McEntarffer, 2020).

### Class Presentation (30%)

- **Structure.** Students will work in groups of 2 to present a different evidence-based therapeutic orientation to the class.
- **Content.** Each group will give one 60-minute presentation introducing an evidence-based therapeutic orientation (e.g. Acceptance and Commitment Therapy, Dialectical Behavioural Therapy, Emotion Focused Therapy for either individuals or couples, or others). Presentation topics will be selected at the beginning of the term. Describe the psychotherapeutic approach, approach to case conceptualization, its practical utility, and research support. The presentation should emphasize the theoretical perspective and central techniques used in current practice. Include information on applications for the approach (i.e., for what problems has this approach been shown to be useful? What is the evidence regarding the efficacy of this treatment approach? What contextual, ethical or cultural issues need to be considered in the application of this method?). Have some questions ready to help stimulate discussion. Prepare handouts, which should include an outline of the presentation, a summary of key points, terms, and key references. This can be an edited version of your class presentation and can be distributed electronically.
- **Grading.** The presentation will be given a percentage grade, based on
  - **Clarity and Organization-** use of allotted time, logical flow of content, verbal and non-verbal presentation skills (40%);
  - **Accuracy and Completeness-** as appropriate for the class level and the time allotted (40%);
  - **Interest and Engagement-** stimulates questions and discussion, audience remains interested (5%);
  - **Handouts-** organized in a helpful manner as a future reference (5%).

Grading rubric will be provided during the semester for more detailed information on expectations.

- **Pedagogical rationale.** Case conceptualization is a central and pivotal aspect of understanding clients and tailoring therapy appropriately to their needs (John & Segal, 2015). Having an understanding of multiple orientations can help clinicians understand difficulties that arise in the therapeutic process and can help determine how to promote change (Levitt et al., 2016). Conceptualization requires an understanding of the science combined with creativity and flexible thinking.

### Final Exam (30%)

- **Structure.** This final exam is take-home and open book.
- **Content.** Students will use their clinical case from this class to produce a case conceptualization from a different therapeutic model, a proposed treatment plan, and a description of main elements of the chosen model. Students will not be expected to master this new model, rather to use the semester's learning to understand its structure and to practice conceptualizing one case within a second structure. There is room for embellishments of the case in order to utilize parts of the new model that may not have been clear using the Unified Protocol. This exam will be due on Friday, December 16, 2022.
- **Grading.** Percentage grades will reflect a general understanding of the chosen model (33%), flexibility in thinking about the clinical case (34%), and ability to use this case conceptualization to guide a treatment plan (33%).
- **Pedagogical rationale.** Exams assess mastery of course content and skills but should also be learning events. For a course of this nature, essay exams require retrieval practice, but to a greater extent require demonstration of higher order cognitive skills like reasoning, critical thinking, ability to synthesize information, potentially develop an argument, and perhaps creativity (Boye, 2019). Late assignments will not be accepted without instructor approval.

**\*Of note, students are not graded based on the therapeutic outcomes of clinical cases.**

### 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**

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

Date	Topic/Activity	Readings
Week 1 07-Sep-22	Introduction to Psychotherapy	Bullis, J. R., Boettcher, H., Sauer-Zavala, S., Farchione, T. J., & Barlow, D. H. (2019). What is an emotional disorder? A transdiagnostic mechanistic definition with implications for assessment, treatment, and prevention. <i>Clinical Psychology: Science and Practice</i> , 26(2), e12278. <a href="https://doi.org/10.1111/cpsp.12278">https://doi.org/10.1111/cpsp.12278</a>  UP Chapter 1 (Therapist Manual) UP Chapter 1 (Workbook)
Week 2 14-Sep-22	Therapeutic Rapport	Ackerman, S. J., & Hilsenroth, M. J. (2003). A review of therapist characteristics and techniques positively impacting the therapeutic alliance. <i>Clinical Psychology Review</i> , 23(1), 1-33. DOI: 10.1016/S0272-7358(02)00146-0 <b>(3-2-1 Assignment)</b>  Okamoto, A., Dattilio, F. M., Dobson, K. S., & Kazantzis, N. (2019). The therapeutic relationship in cognitive-behavioral therapy: Essential features and common challenges. <i>Practice Innovations</i> , 4(2), 112-123. <a href="https://doi.org/10.1037/pri0000088">https://doi.org/10.1037/pri0000088</a>  UP Chapter 2-4 (Therapist Manual)
Sept 15, 2022: Last day to drop a class without financial penalty		
Sept 16, 2022: Last day to add or swap a course		
Week 3 21-Sep-22	Assessment, Case Conceptualization, Treatment Planning	Ahn, H. & Wampold, B. E. (2001). Where Oh Where Are the Specific Ingredients? A Meta-Analysis of Component Studies in Counseling and Psychotherapy. <i>Journal of Counseling Psychology</i> , 48 (3), 251-257. <b>(3-2-1 Assignment)</b>

		<p>Davis, D. E., DeBlaere, C., Owen, J., Hook, J. N., Rivera, D. P., Choe, E., Van Tongeren, D. R., Worthington, E. L., Jr., &amp; Placeres, V. (2018). The multicultural orientation framework: A narrative review. <i>Psychotherapy</i>, 55(1), 89–100. <a href="https://doi.org/10.1037/pst0000160">https://doi.org/10.1037/pst0000160</a></p> <p>UP Chapter 5 (Therapist Manual) UP Chapter 2-3 (Workbook)</p>
Week 4 28-Sep-22	Case Conceptualization 2, feedback, and goal setting	<p>Coyne, A. E., Constantino, M. J., &amp; Muir, H. J. (2019). Therapist responsivity to patients' early treatment beliefs and psychotherapy process. <i>Psychotherapy</i>, 56(1), 11. <a href="http://dx.doi.org/10.1037/pst0000200">http://dx.doi.org/10.1037/pst0000200</a> <b>(3-2-1 Assignment)</b></p> <p>UP Chapter 6 (Therapist Manual) UP Chapter 4 (Workbook)</p>
Week 5 05-Oct-22	Understanding Emotions	<p>Greenberg, L. S., &amp; Pascual-Leone, A. (2006). Emotion in psychotherapy: A practice-friendly research review. <i>Journal of Clinical Psychology</i>, 62(5), 611-630. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/jclp.20252">https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/jclp.20252</a> <b>(3-2-1 Assignment)</b></p> <p>UP Chapter 7 and 8 (Therapist Manual) UP Chapter 5-7 (Workbook)</p>
Week 6 12-Oct-22	Exposure Exercises	<p>Tolin, D. F. (2019). Inhibitory learning for anxiety-related disorders. <i>Cognitive and Behavioral Practice</i>, 26(1), 225-236. <a href="https://doi.org/10.1016/j.cbpra.2018.07.008">https://doi.org/10.1016/j.cbpra.2018.07.008</a> <b>(3-2-1 Assignment)</b></p> <p>Craske, M. (2015). Optimizing exposure therapy for anxiety disorders: an inhibitory learning and inhibitory regulation approach. <i>Verhaltenstherapie</i>, 25(2), 134-143. <a href="https://doi.org/10.1159/000381574">https://doi.org/10.1159/000381574</a></p> <p>(Optional) Fang, A., Sawyer, A. T., Asnaani, A., &amp; Hofmann, S. G. (2013). Social mishap exposures for social anxiety disorder: An important treatment ingredient. <i>Cognitive and Behavioral Practice</i>, 20(2), 213-220. DOI: 10.1016/j.cbpra.2012.05.003</p> <p>UP Chapter 12 (Therapist Manual) UP Chapter 11 (Workbook)</p>
Week 7 19-Oct-22	Cognitive Flexibility	<p>Assaz, D. A., Roche, B., Kanter, J. W., &amp; Oshiro, C. K. (2018). Cognitive defusion in acceptance and commitment therapy: What are the basic processes of change?. <i>The Psychological Record</i>, 68(4), 405-418. DOI 10.1007/s40732-017-0254-z <b>(3-2-1 Assignment)</b></p> <p>UP Chapter 9 (Therapist Manual) UP Chapter 8 (Workbook)</p>
Week 8 26-Oct-22	Countering Emotional Behaviours	<p>Daros, A. R., &amp; Williams, G. E. (2019). A meta-analysis and systematic review of emotion-regulation strategies in borderline personality</p>

		disorder. <i>Harvard Review of Psychiatry</i> , 27(4), 217-232. DOI: 10.1097/HRP.0000000000000212 <b>(3-2-1 Assignment)</b>  UP Chapter 10 (Therapist Manual) UP Chapter 9 (Workbook)
Week 9 02-Nov-22	Physical Sensations	Boettcher, H., Brake, C. A., & Barlow, D. H. (2016). Origins and outlook of interoceptive exposure. <i>Journal of Behavior Therapy and Experimental Psychiatry</i> , 53, 41-51. <a href="http://dx.doi.org/10.1016/j.jbtep.2015.10.009">http://dx.doi.org/10.1016/j.jbtep.2015.10.009</a> <b>(3-2-1 Assignment)</b>  UP Chapter 11 (Therapist Manual) UP Chapter 10 (Workbook)
Fall Break Nov 6-12		
Week 10 16-Nov-22	Graduation skills	Goode, J., Park, J., Parkin, S., Tompkins, K. A., & Swift, J. K. (2017). A collaborative approach to psychotherapy termination. <i>Psychotherapy</i> , 54(1), 10. <a href="http://dx.doi.org/10.1037/pst0000085">http://dx.doi.org/10.1037/pst0000085</a> <b>(3-2-1 Assignment)</b>  UP Chapter 14 (Therapist Manual) UP Chapter 13 (Workbook)
Week 11 23-Nov-22	Presentations	
Week 12 30-Nov-22	Presentations	
Week 13 07-Dec-22	Reflections on Psychotherapy	Block-Lerner, J., Wulfert, E., & Moses, E. (2009). ACT in context: an exploration of experiential acceptance. <i>Cognitive and Behavioral Practice</i> , 16(4), 443-456. <a href="https://doi.org/10.1016/j.cbpra.2009.04.005">https://doi.org/10.1016/j.cbpra.2009.04.005</a>  Levitt, H. M., Pomerville, A., & Surace, F. I. (2016). A qualitative meta-analysis examining clients' experiences of psychotherapy: A new agenda. <i>Psychological Bulletin</i> , 142(8), 801–830. <a href="https://doi.org/10.1037/bul0000057">https://doi.org/10.1037/bul0000057</a> <b>(3-2-1 Assignment)</b>
Dec 7, 2022: Last day to withdraw from a course		
Dec 16, 2022: Final Exam Due		

### 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.

<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.

<https://www.ucalgary.ca/registrar/exams/deferred-exams>.

**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/](http://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>

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 deferral. 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 circumstance (e.g., a family emergency). Students with an exceptional extenuating circumstance should contact the Department of Psychology ([psyugrd@ucalgary.ca](mailto:psyugrd@ucalgary.ca)).

**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](http://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



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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 15, 2022**. Last day add/swap a course is **Friday, September 16, 2022**. The last day to withdraw from this course is **Thursday, December 7, 2022**. <https://www.ucalgary.ca/pubs/calendar/grad/current/academic-schedule.html>

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## References

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- Boye, A. P. (2019). Writing Better Essay Exams. IDEA Paper# 76. IDEA Center, Inc.
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- Levitt, H. M., Pomerville, A., & Surace, F. I. (2016). A qualitative meta-analysis examining clients' experiences of psychotherapy: a new agenda. *Psychological bulletin*, 142(8), 801. DOI: <http://dx.doi.org/10.1037/bul0000057>
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- Van Gyn, G., & Wild, P. (2013). Monitoring student engagement in first year engineering. *Proceedings of the Canadian Engineering Education Association (CEEA)*.