

# PSYC\*6610, Course Outline: Fall 2022

**Course Title: Advanced Child and Adolescent Psychotherapy**

**Course Description:**

This course is designed to add breadth and depth to earlier coursework and practica in the Clinical Child and Adolescent Psychology program. Specifically, students will add depth in integrating the science and art of therapy through discussions of common factors, evidence-based practice and diversity, and exploring their own identity and style as a clinician. EDI considerations will be weaved throughout the course via in-class case work.

Breadth will be achieved by introducing Interpersonal Therapy (IPT), Acceptance and Commitment Therapy (ACT), Dialectical Behavioral Therapy (DBT), Emotion Focused Therapy (EFT) and EF Family Therapy (EFFT), Motivational Interviewing (MI), and aspects of Internal Family Systems (IFS), parenting (e.g., co-parenting through divorce), as well as Art Therapy, Play Therapy, Online Therapy, and trauma treatment considerations.

**Credit Weight: 0.5**

**Academic Department: Psychology**

**Semester Offering: Fall 2022**

**Class Schedule and Location:**

Fridays 9:30 – 12:30 in CPS

**Instructor Information**

Instructor Name: Barbara A. Morrongiello, PhD, C.Psych.

Instructor Email: bmorrong@uoguelph.ca

Office hours: By appointment via Skype (bmorrong is my Skype)

**Course Content**

**Specific Learning Outcomes:**

At the end of this course, successful students will be able to:

1. Identify and describe common factors in psychotherapy.
2. Delineate the difference between empirically-supported and evidence-based practice and describe diversity considerations in these contexts.
3. Explain the basics of IPT, ACT, DBT, EFT/EFFT, MI, and IFS including identifying the basic principles, common techniques, appropriate populations, and evidence-base.
4. Interpret the course content in the context of their own professional development, reflecting on their development as a clinician.
5. Explain and demonstrate a specific psychotherapy technique or skill of interest to developing clinicians, with EDI considerations weaved throughout the course.

6. Be a fully engaged participant in activities demonstrating aspects/techniques of psychotherapy.
7. Actively reflect on their strengths and challenges as a developing clinician, interpersonal styles, biases, and coping strategies.
8. Demonstrate appropriate academic independence, tolerance of a degree of uncertainty, personal organization, and time management in completing assigned course tasks.

Through the above learning outcomes, this course is intended to address several CCAP Competencies as outlined in the table below.

<b>CCAP Competencies and Facets</b>	<b>Level*</b>	<b>Specific LO</b>
<b>Professionalism &amp; Interpersonal Relationships</b>		
1. Demonstrates knowledge of theories and empirical data regarding relationships (e.g., interpersonal relationships, power relationships, therapeutic alliance, interface with social psychology, etc.)	Advanced	1, 2
2. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits)	Advanced	5, 7, 8
4. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one's competence)	Advanced	5, 6, 7, 8, 9
7. Engages in reflective practice and adjusts personal approach, as needed, in professional contexts (e.g., self-care, communicating with colleagues, seeking supervision or feedback)	Intermediate	1, 5, 6, 7, 8, 9
<b>Intervention &amp; Consultation</b>		
1. Demonstrates knowledge of major evidenced-based intervention theories and approaches with individuals and systems (e.g., children, families, groups, organizations). This includes demonstrating respect for the positive aspects of all major intervention approaches, with an openness to varied viewpoints and approaches.	Advanced	1, 2, 3, 4, 6, 7

### **Lecture Content:**

The course format is a combination of lecture-based and more active learning. Attendance and active participation in the class are expected. Whenever possible, experiential activities will be prioritized and will include: role-plays, video demonstrations, case discussion, and analyses of demonstrations. Together we will practice and discuss various psychotherapy techniques. To

facilitate and fully benefit from these experiential components, **a willingness to engage and take risks is required.** None of us is perfect and we can only make progress through practice of skills.

My role and responsibilities are as follows: To engage your interest, develop your understanding, and support your exploration of issues in psychotherapy. To facilitate your learning by assigning relevant readings, delivering lecture-based material, and focusing on active practice. Encourage and foster an open class environment that facilitates lively discussion and role-plays. I will provide video demonstrations throughout the course to enhance your learning. Be available to answer your questions in class, by email, and by appointment. Provide fair evaluation. Adhere to this syllabus. In exceptional circumstances, changes may need to be made to the syllabus. In such cases, I will announce the changes in class as soon as possible.

The class is intended to be a safe environment for people to take risks and reflect on their approach.

All students are asked to agree to the following:

- 1) come to class ready to encourage themselves and others in their attempts to challenge themselves;
- 2) contribute to a kind, supportive and constructive class environment with a balance of positive and specific constructive feedback to build skill and confidence in others;
- 3) respect the privacy of class members and the instructor. Any private information including personal information shared in discussions or role-plays, feedback received by or from another student, and anything recorded (if applicable), is to be considered private and not to be shared with anyone outside this course or small group discussion.
- 4) **not share the prepared course materials.** *The materials prepared by the instructor are NOT to be disseminated to anyone outside this course unless given specific written permission by the instructor to do so.*  
**Violation of this requirement will result in 25% taken off your final grade.**

## Schedule

Class	Date	Topic
1	Sept 9	Introduction: - Common factors, models of change - Diversity/Culture considerations - Evidence-based therapy
2	Sept 16	Interpersonal Therapy (IPT)
3	Sept 23	Emotion Focused Therapy (EFT) <b>VIDEO</b>
4	Sept 30	Emotion Focused Family Therapy (EFFT) <b>VIDEOS</b>
5	Oct 7	Motivational Interviewing (MI) <b>[1 presentation]</b>
6	Oct 14*	Dialectical Behavioral Therapy (DBT)- Overview
7	Oct 21**	DBT – Tools and Techniques, and Parenting Support <b>[1 presentation]</b>
8	Oct 28*	Acceptance and Commitment Therapy (ACT) – Overview <b>VIDEO</b>

9	Nov 4**	ACT – Tools and Techniques (Matrix introduced) [1 presentation]
10	Nov 11	Working with Parents: Attachment/Family of Origin considerations Parenting x Child Mental Health Co-Parenting Through Divorce
11	Nov 18	Other Therapies: - Play Therapy - Art Therapy Telepsychology (Online Therapy)
12	Nov 25	Self-Compassion, Trauma techniques, IFS, Some Ace in the Pocket Techniques

***\*ONLINE THESE WEEKS and \*\* indicates weeks we have to meet online another day than Friday***

### Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Reflection papers	Throughout semester by noon on one of these day: - Sept 30 - Oct 14 - Oct 28 - Nov 11 - Nov 25	45%  <b>Submit 3 total</b> (pick any 3 dates). Each reflection is worth 15%.	1, 2, 3, 4, 5, 8
Presentation of a psychotherapy technique/skill	Throughout semester; resource is due the Sunday before your assigned class by noon	15%	3, 6, 8 (also possibly #4 depending on topic)
Take-Home Exam (handed out in last class)	Dec 11 by noon via email	40%	1-8

### Additional Notes:

Topics discussed in the course may elicit unexpected emotions, previous personal experiences, challenges, and run counter to your opinions. Your grade in the class does not depend on your willingness to disclose any highly personal thoughts, ideas, and experiences. However, you are expected to contribute to the class discussion frequently in an informative and thoughtful manner, and are expected to engage with the readings and the materials in a way that enhances your own and your colleagues' learning. In other words, grades will be based on willingness to participate and engage, rather than willingness to disclose personal details.

### Class Participation (no grade - but note expectations below)

You are expected to attend and to contribute to the discussion and activities in all classes. Your class participation includes both general discussions as well as thoughtful, consistent contributions to the

in-class activities (e.g., role plays) that we will complete in class. Throughout the semester, you will be expected to participate in role plays. Although this type of activity is often challenging and can be uncomfortable, it is crucial for acquiring new clinical skills. I am committed to creating a safe and respectful atmosphere where you can practice various skills through role-plays comfortably (and of course, I will join in as well!).

### Reflection Papers (45%: 3 x 15%)

Students are asked to write reflections on the material covered in the course. The readings and other course materials will inspire your reflections and you need to demonstrate that you have engaged with the material. However, do not simply describe the material of the course. This form of evaluation is being used to give you freedom to explore, on both a professional and a personal level, the readings and discussions throughout the semester. Possible issues for consideration include but are not limited to the following: factors that influence the course of therapy; goals of therapy; the art and science of therapy; ethical concerns; therapeutic models and personal style; your professional areas of strength and areas of discomfort and/or weakness; personal beliefs and blind spots as they relate to delivery of psychotherapy (e.g., IPT, ACT, EFT, MI, DBT); and possible integration across schools of therapy. You also can react to readings, class discussion, or an aspect of a therapy technique/tool/model presented.

You may use the first person. You do not have to follow APA format. This exercise is not intended to be a series of tightly knit essays but an exploration of your informed views and perspectives on the course content. You can submit 3 reflections. The reflections are to be submitted to me directly ([bmorrong@uoguelph.ca](mailto:bmorrong@uoguelph.ca)) by noon for the listed dates (these were selected to distribute my workload- you can cover any topic at any time). Each reflection should be no longer than 2 pages single-spaced, or 4 pages double-spaced (font size 12, Times New Roman 0.5-inch margins).

### Reflection Rubric (0 to 10; 3 reflections each worth 15% of your final grade)

	<b>Depth of reflection on theories, concepts, strategies presented in course/materials</b>	<b>Incorporation of own voice / perspective / interpretation</b>	<b>Illustration via examples</b>	<b>Implications for own clinical practice</b>
<b>10</b>	Outstanding and complex	Clear and compelling	Clear, detailed, well-chosen	Thoroughly yet succinctly detailed
<b>8-9</b>	Very good to excellent	Generally clear and compelling	Consistent and relevant	Clear and frequent
<b>6-7</b>	Adequate to good	Present at a basic level	Occasional and relevant	Occasional and/or unclear
<b>3-5</b>	Superficial	Minimal, superficial	Not provided or irrelevant	Minimal, superficial

1-2	No reflection present	Unclear and/or not present (i.e., recitation of facts)	Not provided	No implications given
0	No reflection paper submitted			

### Presentation with an active component (15%)

Students are expected to prepare a brief presentation and an engaging class activity on a psychotherapy technique or skill. **COORDINATE AMONGST YOURSELF AS TO WHO DOES WHAT**

The presentation and activity should address the technique/skill from start to finish (i.e., how it would be introduced to the client through to debriefing or knowledge check following the technique or skill). The purpose of this assignment is to expand your knowledge about and practice your delivery of therapeutic techniques and skills. You will rate your top 3 choices in the first 2 weeks of class; I will use these ratings to provide the final assigned topics. The topics include various therapeutic techniques that will not otherwise be explicitly practiced in class but are tied to class topics and therefore have constraints on the dates available. I have tried to steer away from techniques that you have likely demonstrated in previous classes; **please do not choose a technique that you have been assigned in a previous class or are familiar with already**. There is a list given below- *select from this list*.

Skill or Technique	Eligible Dates
DEAR MAN OR THINK	DBT: Oct 21
Defusion OR Committed Action	ACT: Nov 4
Rolling With Resistance	MI: Oct 7

This assignment is to be completed individually. The first portion will be didactic followed by a practical/applied component (e.g., role play or in class exercise – no youtube videos); the entire length should be no longer than 35-40 minutes.

- Didactic Presentation and Accompanying Resource:** The presentation should provide a brief introduction to the skill or technique. The presentation should provide relevant details that would facilitate our understanding and ability to use the technique (e.g., the who, what, when, where, why, how of the skill or technique); it may help you to think about what YOU would want to know before deciding whether or not to use a given technique or teach a particular skill. This didactic portion should be 10-15 minutes in length and can include visual aids such as a PowerPoint presentation.
  - You will create a user friendly “cheat sheet” or resource for the class on your topic, including the major points from your presentation and a list of a few key resources, tips, and tricks. The format of this resource is up to you (e.g., copy of your slides, handout) but it should be brief. This resource is due by noon the Sunday before your presentation date and is to be submitted to each class member and the instructor ([bmorrong@uoguelph.ca](mailto:bmorrong@uoguelph.ca)) via email.
- Applied Component:** The second portion of the presentation will include an active/applied component that will “bring the topic to life”. The activity chosen for this portion of the

assignment will vary depending on each topic but should be chosen carefully to facilitate further understanding. It can include various activities such as individual demonstrations, paired role plays, case studies completed collaboratively with classmates, etc. The applied component should be engaging, relevant, and informative for the class and be 15-20 minutes in length.

### **Presentation Rubric (out of 63 points worth 15% of your final grade)**

<b>Category</b>	<b>Scoring Criteria</b>	<b>Out of</b>
<b>Content</b>	Clear, succinct, accurate overview of technique or skill, providing the basic information one would need to understand what the technique involves and how to complete it	15
	Technique clearly and accurately situated in the context of the relevant theoretical orientation(s)	2
	Developmental and diversity considerations outlined	5
<b>Handout</b>	Handout is well organized, interpretable by the audience, succinct, and consistent with didactic presentation.	5
	Handout provides a list of key resources	1
<b>Activity</b>	Activity is relevant and well designed to teach the technique or skill to the audience (appropriate level, enhances understanding)	15
<b>Delivery</b>	Presentation and activity are well organized and both are independently delivered within respective time limits	5
	Student is an active (vs. passive) facilitator of the activity, problem-solving and adapting as needed	5
	Delivery is engaging (good eye contact, pacing, volume, etc.)	5
<b>Overall comprehensiveness</b>	Technique or skill has been described/demonstrated from start to finish (via the didactics and/or activity)	5

### **Final Examination date and time:**

This will be handed out in the last class. Page limits will be given for each exam question; more is not better. 😊

**Final Exam weighting:** 40%

### **Course Resources**

#### **Required Texts:**

There are no required texts for this course. A separate Reading Listing will be provided indicating week by week readings. The readings (pdf) be provided to you via email.

The readings are to be completed prior to class so that you will derive maximum benefit and can meaningfully contribute to class discussion and activities. Please also note that the Reflection Papers will be, in part, inspired by the readings.

**Recommended Texts:**

None. Readings will be provided throughout the course by the instructor via email.

**Course Policies**

**Grading Policies**

This course follows the University-wide grading interpretation as outlined in the [Graduate Grade interpretation](#) and in the table below:

Percentage Grade	Letter Grade	Description
90-100	A+	<b>Outstanding.</b> The student demonstrated a mastery of the course material at a level of performance exceeding that of most scholarship students and warranting consideration for a graduation award.
80-89	A- to A	<b>Very Good to Excellent.</b> The student demonstrated a very good understanding of the material at a level of performance warranting scholarship consideration.
70-79	B	<b>Acceptable to Good.</b> The student demonstrated an adequate to good understanding of the course material at a level of performance sufficient to complete the program of study.
65-69	C	<b>Minimally Acceptable.</b> The student demonstrated an understanding of the material sufficient to pass the course but at a level of performance lower than expected from continuing graduate students.
0-64	F	An inadequate performance.

Explicit marking guides have been provided elsewhere in the syllabus.

Assignment or Test	Due Date	Manner of Submission	Late Penalty
Reflection papers	Throughout semester by noon on one of these day: <ul style="list-style-type: none"> <li>- Sept 30</li> <li>- Oct 14</li> <li>- Oct 28</li> <li>- Nov 11</li> <li>- Nov 25</li> </ul>	bmorrong@uoguelph.ca  <b>Submit 3</b> (any 3 dates) Each reflection is worth 15%.	3 points immediately. 3 additional points taken off for each day of lateness.



Assignment or Test	Due Date	Manner of Submission	Late Penalty
Presentation of a psychotherapy technique or skill	Resource is due the Sunday before your assigned class by noon  Presentation in assigned class	<a href="mailto:bmorrong@uoguelph.ca">bmorrong@uoguelph.ca</a> and your classmates  In class	Resource: 3 points immediately. 3 additional points taken off for each day of lateness.  Unless arrangements are made, no presentation on the assigned date means a 0 on the assignment.
Take-home exam given out the last day of class	Due at noon Dec 11 at noon	<a href="mailto:bmorrong@uoguelph.ca">bmorrong@uoguelph.ca</a>	5 points immediately. 5 additional points taken off for each day of lateness.

Please note that these policies are binding unless academic consideration is given to an individual student.

### **Course Policy regarding use of electronic devices and recording of lectures and distribution of materials:**

Any recording of classes is *expressly forbidden*.

**\*\*\* The materials of the course (Powerpoint, Handouts) that have been prepared by the instructor are NOT to be distributed to anyone outside this course, without the express written consent of the instructor. Failing to abide by this will result in a loss of 25% off your final grade – no exemptions. You may share assigned readings ONLY (not Handouts).**

### **Student Rights and Responsibilities when Learning Online (a few classes may be ONLINE)**

#### *Online behaviour*

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, appropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

## **University Policies**

### **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name and email contact. See the academic calendar for information on regulations and procedures for

Academic Consideration: [Grounds for Academic Consideration](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from

responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

**Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

**Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

**Drop date**

The last date to drop one-semester courses, without academic penalty, is Dec. 02, 2022 For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Graduate Calendar](#)