



## **Introduction to the Theory and Practice of Psychotherapy**

Instructor: Jill Robinson, MA

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Office Hours: By appointment only

Class location and time: TBD

Prerequisites: PSYO 111, PSYO 121, and 6 credits of 200-level Psychology

### **Course Format**

The course will primarily exist of in-class lectures and content-based discussion. Lecture slides will be available prior to each class on Connect. Lecture slides will serve as an outline of the course content and additional information will be presented in class. Videos will be used to bring the course material to life.

### **Course Overview and Objectives**

This course will introduce students to the major theoretical models that underly the practice of psychotherapy. The course will begin with an introduction and history of classifying and diagnosing mental disorders. Ethical codes and practices in psychotherapy will be examined. The course will then explore 11 theoretical approaches to psychotherapy including: Psychoanalytic, Adlerian, Existential, Person-centered, Gestalt, Behavioural, Cognitive Behavioural, Reality, Feminist, Family Systems, and Post-modern. Key figures and their impact on psychotherapy will be explored. Principles/key concepts, techniques, and culture/diversity implications are examined in each approach. The course finishes with an examination of how theory and techniques may be integrated into a broader psychotherapy perspective.



## Required Readings

1. Corey, G. (2017). *Theory and practice of counseling and psychotherapy (10th ed.)*. Boston, MA: Cengage Learning.
2. Shorter, E. (2015). The history of nosology and the rise of the diagnostic and statistical manual of mental disorders. *Dialogues in Clinical Neuroscience, 17*(1), 59-67.
3. Wakefield, J. C. (2013). DSM-5: An overview of changes and controversies. *Clinical Social Work Journal, 41*(2), 139-154.
4. Salter, M., & Rhodes, P. (2018). On becoming a therapist: A narrative inquiry of personal-professional development and the training of clinical psychologists. *Australian Psychologist, 53*(6), 486-492.
5. Canadian Code of Ethics for Psychologists. 4th Edition. Available at [https://cpa.ca/docs/File/Ethics/CPA\\_Code\\_2017\\_4thEd.pdf](https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf)
6. Clemens, N. A. (2015). The spectrum of psychoanalytic therapies: For the person behind the diagnosis. *Journal of Psychiatric Practice, 21*(6), 442-444.
7. Miller, R., & Taylor, D. (2016). Does Adlerian theory stand the test of time?: Examining individual psychology from a neuroscience perspective. *The Journal of Humanistic Counseling, 55*(2), 111-128.
8. Rhinehart, A., & Gibbons, M. M. (2017). Adlerian therapy with recently romantically separated college-age women. *Journal of College Counseling, 20*(2), 181-192.
9. Schulenberg, S., Hutzell, R., Nassif, C., & Rogina, J. (2008). Logotherapy for clinical practice. *Psychotherapy: Theory, Research, Practice, Training, 45*(4), 447-463.
10. Rogers, C. (2007). The necessary and sufficient conditions of therapeutic personality change. *Psychotherapy: Theory, Research, Practice, Training, 44*(3), 240-248.
11. Dornitz, V. (2017). Gestalt therapy applied: A case study with an inpatient diagnosed with substance use and bipolar disorders. *Clinical Psychology & Psychotherapy, 24*(1), 36-47.
12. Robey, P. (2011). Reality therapy and choice theory: An interview with Robert Wubbolding. *The Family Journal: Counseling and Therapy for Couples and Families, 19*(2), 231-237.

## Privacy in the Context of the Course

**Please respect the necessity for privacy.** Throughout the discussions of course material and therapy techniques, students and the instructor may choose to share or disclose personal information. As such, it is important in the context of this course to ensure that each student understands and can agree to respect privacy of their classmates and the instructor. Self-disclosure is optional and not required to participate in discussions of course content however, the ability to maintain this stance is necessary to ensure the safety of all individuals. As such, the discussions, self-disclosures, and personal information should be divulged to any persons outside of the class and will be viewed as a breach of privacy. Please respect everyone's right to privacy throughout the course. What is said/happens in the classroom, stays in the classroom! No parts of the lectures shall be recorded (unless required as per the Disability Resource Centre) in order to maintain privacy.



## Course Schedule

The below schedule should be considered tentative as the pace of the course and content covered each class may vary throughout the semester. The examination dates will remain fixed. All assigned readings are to be completed before the class that they are attached to.

CLASS	LECTURE TOPIC	READINGS*
1.	Introduction to Syllabus and Course Content  Case Introductions  DSM-5 Review	Chapter 1; Shorter, 2015; Wakefield 2013
2.	The Practioner  Ethics in Psychotherapy	Chapter 2; Salter & Rhodes, 2018; VIA Questionnaire - Bring laptop/tablet/phone to class  Chapter 3; CPA Code of Ethics (4 <sup>th</sup> Ed); review BC College of Psychologists website**
3.	Psychoanalytic Therapy	Chapter 4; Clemens, 2015
4.	Adlerian Therapy	Chapter 5; Miller & Taylor, 2016; Rhinehart & Gibbons, 2017
5.	<b>Midterm 1 (Chapter 1-5)</b>	
6.	Existential Therapy	Chapter 6; Schulenberg, Nassif, Hutzell, & Rogina, 2008
7.	Person-Centered Therapy	Chapter 7; Rogers, 1957
8.	Gestalt Therapy	Chapter 8; Dominitz, 2017
9.	Behaviour Therapy  Cognitive Behaviour Therapy	Chapter 9  Chapter 10
10.	<b>Midterm 2 (Chapter 6-10)</b>	---
11.	Reality Therapy/Choice Theory	Chapter 11; Robey, 2011
12.	Feminist Therapy  Family Systems Therapy	Chapter 12  Chapter 14
13.	Postmodern Approaches to Therapy  An Integrated Perspective	Chapter 13  Chapter 15

\* Chapter readings: Corey, G. (2017). Theory and practice of counseling and psychotherapy (10<sup>th</sup> ed.). Boston, MA: Cengage Learning.

\*\* <https://collegeofpsychologists.bc.ca>



## Evaluation Criteria and Grading

- 1) **Midterm 1 (30% of grade):** The exam will cover all content from classes 1-4 inclusive, including content from lectures, readings, and videos. The exam will consist of 75 marks, with a mix of multiple-choice and fill-in-the-blank questions.
- 2) **Midterm 2 (30% of grade):** The exam will cover all content from classes 6-9 inclusive, including content from lectures, readings, and videos. The exam will consist of 75 marks, with a mix of multiple-choice and fill-in-the-blank questions.
- 3) **Final Exam (40% of grade):** The exam will cover all content material from all classes, including content from lectures, readings, and videos. The exam will be out of 125 marks, with a mix of multiple-choice, fill-in-the-blank, and short answer questions.
- 4) **SONA (bonus 2%).** See below for explanation of how to participate in SONA.

Final grades will be based on the evaluations listed above and the final grade will be assigned according to the standardized grading system outlined in the UBC Okanagan Calendar. The Barber School reserves the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or the school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>).

PERCENTAGE (%)	LETTER GRADE
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F

### Additional Research Activity (2% Bonus)

This course includes an additional 2% that can be added to your final grade as credit from research activity. This may be fulfilled either through direct participation in research through the SONA online volunteer subject pool (Option 1), by completing two written summaries of primary research articles (Option 2), or by a combination of the two types of activities.

#### **Research Participation (Option 1)**

As a participant in one of numerous Psychology Department Subject Pool experiments posted at <http://ubco.sona-systems.com/>, you will obtain 0.5% credit for each 0.5 hour of participation at UBCO. Hence, participation requiring a 1-hour time commitment provides a credit of 1%, 1.5 hours provides a credit of 1.5%, and 2 hours provides a credit of 2.0%, etc.



**Important Requirements:** You may participate in more than one experiment in order to accrue credits. In order to ensure that a variety of research methodologies are experienced, **at least one [1] of the two [2] mandatory credit hours must be earned by participating in online questionnaires and at least one [1] of the remaining credit hours must be fulfilled by participating in the university's on-site studies.** In the event that you participate in a single listed study offering *more* than three credits for participation, this regulation will be waived. A substantial number of both types of studies are typically hosted on SONA; therefore, you will have many different choices. It is important to sign up for experiments early in the semester in order to increase the odds that a time slot is available. If you wait until late in the semester, all time slots may be taken.

**Logging On To The System:** SONA is only open for those students who are registered in a psychology course offering SONA credit. Please only use the request account option if you have never used the SONA system before. If you have used the SONA system before, please use the most recent login information you remember to log in.

**Missed Appointments & Penalties:** Missed appointments (i.e., failure to cancel the appointment at least 3 hours prior to the session) will be tracked. The consequence will be that you will not receive credit for participation in the experiment and will lose the credit value of the study from possible marks associated with participation in research.

Please email [psyc.ubco.research@ubc.ca](mailto:psyc.ubco.research@ubc.ca) with any questions or concerns that you may have regarding the SONA system, including unassigned bonus credits. Your professor does NOT have access to this information.

## Research Summary Assignment (Option 2)

As an alternative to participating in a Psychology Subject Pool experiment, you may obtain subject pool credit by completing a library-writing project to a satisfactory level. Each library-writing project is worth a total of two credits [i.e., 2% toward the final grade].

### Important Requirements

**1. This project consists of reading and summarizing (in written form) a recent, peer-reviewed, primary research article.**

- A “recent” article has been published within the past 12 months.
- A “peer reviewed” article is one that has been reviewed by other scholars before it is accepted – for example, it **cannot** be a news item, an article from a popular magazine, a notice, or a letter to the editor.
- A “primary” research article describes an experiment or study where data are collected by the authors. In other words, the article you choose to review **cannot** be a book review, literature review, or summary article.

**2. You must choose an article published by one of the following agencies:**

- The American Psychological Society - *Psychological Science*, *Current Directions in Psychological Science*, *Psychological Science in the Public Interest*, or *Perspectives on Psychological Science*.
- The American Psychological Association - [www.apa.org/journals/by\\_title.html](http://www.apa.org/journals/by_title.html) has a full listing.
- The Canadian Psychological Association - *Canadian Psychology*, *Canadian Journal of Behavioural Science*, or *Canadian Journal of Experimental Psychology*.
- The Psychonomic Society - *Behavior Research Methods, Cognitive, Affective, & Behavioral Neuroscience*, *Learning & Behavior*, *Memory & Cognition*, *Perception & Psychophysics*, or *Psychonomic Bulletin & Review*.

**3. Other Assignment Guidelines**



The summary should be about 300-500 words in length. The source must be cited and referenced in accordance with the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). The review will be graded on a pass – fail basis (2% or 0%). At least **14 days before the end of classes** each term, submit the following to the course instructor:

- the article summary
- a copy of the article
- a cover page that specifies your name, student number, email address, and word count of the summary.
- the course title and number

Submitting the assignment 14 days in advance is necessary to ensure that you have an opportunity to make corrections, if required. If you do not check your email frequently, provide a phone number on the cover page.

### **Final Examinations**

The examination period for Term X of Summer 20XX is XXXX. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job. Further information on Academic Concession can be found under Policies and Regulation in the *Okanagan Academic Calendar*

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

### **Missed Graded Work**

Students who, because of unforeseen events, are absent during the term and are unable to complete tests or other graded work, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given to them at the start of the course (see Grading Practices). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for. If ill health is an issue, students are encouraged to seek attention from a health professional. Campus Health and Counselling will normally provide documentation only to students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns first to the Head of the discipline, and if not resolved, to the Office of the Dean. Further information can be found at:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

**IMPORTANT:** Students who miss an exam must provide written documentation (i.e., doctor's note) of the absence to the instructor and must arrange to make up the exam before the next scheduled class. Students who do not write the exam by the next scheduled class will receive a "0" for the exam.

### **Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.





A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

### **UBC Okanagan Disability Resource Centre**

The Disability Resource Centre ensures educational equity for students with disabilities, injuries or illness. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in Commons Corner in the University Centre building (UNC 227).

UNC 227A 250.807.9263

email [earllene.roberts@ubc.ca](mailto:earllene.roberts@ubc.ca)

Web: [students.ok.ubc.ca/drc/welcome](http://students.ok.ubc.ca/drc/welcome)

### **UBC Okanagan Ombuds Office**

The Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

UNC 227B 250.807.9818

email: [ombuds.office.ok@ubc.ca](mailto:ombuds.office.ok@ubc.ca)

Web: [www.ombudsoffice.ubc.ca/ubc-okanagan-2](http://www.ombudsoffice.ubc.ca/ubc-okanagan-2)

### **UBC Okanagan Equity and Inclusion Office**

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity and Inclusion Office.

UNC 227C 250.807.9291

email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

Web: [www.equity.ok.ubc.ca](http://www.equity.ok.ubc.ca)

### **Health & Wellness**

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

UNC 337

Web: [www.students.ok.ubc.ca/health-wellness](http://www.students.ok.ubc.ca/health-wellness)

### **SAFEWALK**

*Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076. For more information, see: [www.security.ok.ubc.ca](http://www.security.ok.ubc.ca)*

### **Copyright Disclaimer**

Diagrams and figures included in lecture presentations adhere to Copyright Guidelines for UBC Faculty, Staff and Students <http://copyright.ubc.ca/requirements/copyright-guidelines/> and UBC Fair Dealing Requirements for Faculty and Staff <http://copyright.ubc.ca/requirements/fair-dealing/>. Some of these figures and images are subject to copyright and will not be posted to *Connect*. All material uploaded to *Connect* that contain diagrams and figures are used with permission of the publisher; are in the public domain; are licensed by Creative Commons;



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Access to the *Connect* course site is limited to students currently registered in this course. Under no circumstance are students permitted to provide any other person with means to access this material. Anyone violating these restrictions may be subject to legal action. Permission to electronically record any course materials must be granted by the instructor. Distribution of this material to a third party is forbidden.