



Toronto Institute for Contemporary Psychoanalysis

3-Year Psychoanalytic Psychotherapy Training Program

2020 – 2021

YEAR ONE SYLLABUS



Toronto Institute for Contemporary Psychoanalysis

3-Year Psychoanalytic Psychotherapy Program YEAR ONE 2020-2021

Classes held on Thursday evenings, with 2 weekend seminar dates during the academic year as noted

Class #	Date	Seminar Details	Faculty
	September 3	ORIENTATION	Stephanie Bot
1	September 10	Section 1 Session 1 Comparative Framework	Mark Egit
2	September 17	Section 1 Session 2 Comparative Framework	Mark Egit
3	September 24	Section 1 Session 3 Psychoanalytic Approaches	Mark Egit
4	October 1	Section 1 Session 4 Psychoanalytic Approaches	Mark Egit
5	October 8	Section 1 Session 5 Behavioural and Cognitive Approaches	Mark Egit
6	October 15	Section 1 Session 6 Behavioural and Cognitive Approaches	Mark Egit
7	October 22	Section 1 Session 7 Experiential and Humanistic Approaches	Mark Egit
8	October 29	Section 1 Session 8 Systems Oriented Approaches	Mark Egit
9, 10	SUNDAY Nov 1	Section 1 Session 9 Couples Therapy and Session 10 Group Psychotherapies	Mark Egit
11	November 5	Section 1 Session 11 Integrative Approaches to Psychotherapy	Mark Egit
12	November 12	Section 2 Session 1 Introduction and Psychodynamic Notions of Development	Florence Loh
13	November 19	Section 2 Session 2 Introduction and Psychodynamic Notions of Development	Florence Loh
14	November 26	Section 2 Session 3 Attachment	Florence Loh
15	December 3	Section 2 Session 4 Development of Cognitive Abilities	Florence Loh
16	December 17	Section 2 Session 5 Behaviourism and Learning: Adolescence and Identity	Florence Loh
17	January 7	Section 2 Session 6 Adulthood and its Challenges: Family Systems	Florence Loh
18	January 14	Section 2 Session 7 A Sociological Perspective of Development: Old Age and Death	Florence Loh
19	January 21	Section 3 Session 1 Introduction to Understanding and Treating Psychopathology	Afarin Kohan
20	January 28	Section 3 Session 2 Mood Disorders	Afarin Kohan
21	February 4	Section 3 Session 3 Anxiety Disorders	Afarin Kohan
22	February 11	Section 3 Session 4 Anxiety Disorders	Afarin Kohan
23	February 18	Section 3 Session 5 Trauma	Afarin Kohan
24	February 25	Section 3 Session 6 Eating Disorders and Addictions	Afarin Kohan
25	March 4	Section 3 Session 7 Personality Disorders	Afarin Kohan
26	March 11	Section 3 Session 8 Psychotic Disorders	Afarin Kohan
27	March 18	Section 3 Session 9 Psychopharmacology	Afarin Kohan
28	March 25	Section 4 Session 1 Cultural and Spiritual Diversity in Psychotherapy	Deborah Britzman
29	April 1	Section 4 Session 2 Gender and Sexuality	Deborah Britzman
30	April 8	Section 5 Session 1 What is Psychodynamic Psychotherapy and How Does It Work?	Sheri Turrell
31, 32	SUNDAY Apr 11	Section 5 Session 2 and Session 3 Clinical Assessment	Sheri Turrell
33	April 15	Section 5 Session 4: The Initial Formulation and Recommendations	Sheri Turrell
34	April 22	Section 5 Session 5: The Initial Formulation and Recommendations	Sheri Turrell
35	April 29	Section 5 Session 6: Beginning Treatment	Sheri Turrell
36	May 6	Section 5 Session 7: Beginning Treatment	Sheri Turrell
37	May 13	Section 5 Session 8: Communicating with Clients: Listening and Reflection	Sheri Turrell
38	May 20	Section 5 Session 9: Communicating with Clients: Learning to Intervene	Sheri Turrell



Toronto Institute for Contemporary Psychoanalysis

39	May 27	Section 5 Session 10: Clinical Assessment, Formulation and Interviewing Skills: Summary, Review and Preparation for Beginning Practicum	Sheri Turrell
40	June 3	Section 6 Session 1: Self Regulation, Ethics, Professional Standards and Professional Misconduct	Mark Egit
41	June 10	Section 6 Session 2: Client-Therapist Relationships: Informed Consent, Boundaries, Billing	Mark Egit
42	June 17	Section 6 Session 3: Jurisprudence: The Regulated Health Professions Act and the Psychotherapy Act	Mark Egit
43	June 24	Section 6 Session 4: Jurisprudence: The Role of the College and other laws regulating psychotherapy	Mark Egit

HOLIDAYS (*no class scheduled*)

December 10 (Hanukkah)

December 24 and December 31, 2020 (Winter Break)

SUNDAY SEMINARS (*2 seminars, 9:00 a.m. – 4:00 p.m.*)

November 1, 2020

April 11, 2021



Toronto Institute for Contemporary Psychoanalysis
3-Year Psychoanalytic Psychotherapy Training Program

2020 – 2021 YEAR ONE SYLLABUS

TABLE OF CONTENTS

ITEM	PAGE
Curriculum Summary – Year One Modules	1
Program Overview	3
Program Preparation & Orientation	5
Section One: Introduction to Psychotherapy	6
Section Two: Introduction to Human Growth and Development through the Lifespan	11
Section Three: Introduction to Psychopathology	14
Section Four: Culture and Gender Diversity in Therapeutic Practice	19
Section Five: Introduction to Clinical Assessment, Formulation and Interviewing Skills	21
Section Six: Professional Issues and Ethics	26
List of Required Book Purchases: Year One	29



Toronto Institute for Contemporary Psychoanalysis
 3-YEAR DIPLOMA PROGRAM IN
 PSYCHOANALYTIC PSYCHOTHERAPY

SUMMARY: YEAR ONE 2020/2021

Course	Hours of Instruction
TICP 3-Year Psychoanalytic Psychotherapy Program	
Year One Section 1: Overview and Introduction to Psychotherapy	Total 33
Section 1, Sessions 1 and 2: Comparative Framework	6
Section 1, Sessions 3 and 4: Psychoanalytic Approaches	6
Section 1, Sessions 5 and 6: Behavioural and Cognitive Approaches	6
Section 1, Session 7: Experiential and Humanistic Approaches	3
Section 1, Session 8: Systems Oriented Approaches	3
Section 1, Session 9: Couples Therapy	3
Section 1, Session 10: Group Psychotherapies	3
Section 1, Session 11: Integrative Approaches to Psychotherapy	3
Year One Section 2: Introduction to Human Growth and Development through the Lifespan	Total 21
Section 2, Sessions 1 and 2: Introduction and Psychodynamic notions of development	6
Section 2, Session 3: Attachment	3
Section 2, Session 4: Development of Cognitive Abilities	3
Section 2, Session 5: Behaviorism and Learning: Adolescence and Identity	3
Section 2, Session 6: Adulthood and its Challenges: Family Systems	3
Section 2, Session 7: A Sociological Perspective of Development: Old Age and Death	3
Year One Section 3: Introduction to Psychopathology	Total 27
Section 3, Session 1: Introduction to Understanding and Treating Psychopathology	3
Section 3, Session 2: Mood Disorders	3
Section 3, Session 3 and 4: Anxiety Disorders	6
Section 3, Session 5: Trauma	3
Section 3, Session 6: Eating Disorders and Addictions	3
Section 3, Session 7: Personality Disorders	3
Section 3, Session 8: Psychotic Disorders	3
Section 3, Session 9: Psychopharmacology	3
Year One Section 4: Culture and Gender Diversity in Therapeutic Practice	Total 6
Section 4, Session 1: Cultural and spiritual diversity in psychotherapy	3
Section 4, Session 2: Gender and Sexuality	3
Year One Section 5: Introduction to Clinical Assessment, Formulation and Interviewing Skills	Total 30
Section 5, Session 1: What Is Psychodynamic Psychotherapy and How Does it Work?	3

Section 5, Sessions 2 and 3: Clinical Assessment	6
Section 5, Sessions 4 and 5: The Initial Formulation and Recommendations	6
Section 5, Sessions 6 and 7: Beginning Treatment	6
Section 5, Session 8: Communicating with Clients: Listening and Reflection	3
Section 5, Session 9: Communicating with Clients: Learning to Intervene	3
Section 5, Session 10: Clinical Assessment, Formulation and Interviewing Skills: Summary, Review and Preparation for Beginning Practicum	3
Year One Section 6: Professional Issues and Ethics	Total 12
Session 1: Self Regulation, Ethics, Professional Standards and Professional Misconduct	3
Session 2: Client-Therapist Relationships: Informed Consent, Boundaries, Billing	3
Session 3: Jurisprudence: The Regulated Health Professions Act and the Psychotherapy Act	3
Session 4: Jurisprudence: The role of the College and other laws regulating the provision of Psychotherapy	3
Year One Curriculum: Total 129 hours of instruction	

PROGRAM OVERVIEW

Year One

The first year of study prepares students by providing a foundation for the practice of psychotherapy. Students will be exposed to theories of psychotherapy, developmental theory, psychopathology, professional issues and ethics, gender culture and diversity while also focusing on the development of clinical interviewing skills and case formulation for beginning psychotherapists. By the end of the first year of training students will be prepared to begin their first year of practicum.

Year Two

This year focuses on Psychoanalytic perspectives of developmental theory, psychopathology and treatment. Students will learn about unconscious processes, therapeutic boundaries, therapeutic process, use of self in psychotherapy and how to apply and integrate these components in clinical practice.

Students begin their practicum hours in year two at the TICP Free Clinic. Each student will be expected to carry a caseload of 5 clients who receive weekly psychotherapy throughout the year. Students will be assigned a supervisor and will be expected to attend individual weekly supervision sessions.

Year Three

In this year students expand their learning in case formulation, clinical process, use of self in psychotherapy, therapeutic technique and intervention as well as report writing skills, interdisciplinary collaboration, and advanced issues and ethics. In the final term, students will also explore termination and be required to present a comprehensive clinical case presentation to demonstrate competencies in case formulation, clinical process, report writing, use of self in clinical practice and ability to utilize supervision to enhance therapeutic efficacy.

Learning Environment

Classes are conducted in lecture style, interactive group process, experiential learning, media-based learning as well as in vivo practice of interviewing skills and role playing as candidates prepare for clinical practice. Students will also be expected to engage in self-directed learning outside of classroom hours, complete readings to inform participation in class discussions and complete assignments to demonstrate knowledge transfer and competency in each learning module.

Clinical Practicum Training

Clinical practicum hours will begin in year 2 at the TICP Free Clinic. The clinic is located at 427 Vaughan Road, Toronto, ON, M6C 2P1. Candidates will be able to complete the clinical requirement in 2 years with a caseload of 5 patient hours per week. Students will participate in group and individual case supervision with a minimum of 100 individual supervision hours. Each student will be assigned a supervisor who meets the criteria of the CRPO to work with them on a

weekly basis to develop their skills as a clinician and to support them in conceptualizing their case formulations and exploring therapeutic process and interventions.

Grading and Assignments

The academic year is broken out into subject modules. There is one assignment per module, due two weeks after the completion of the module. All assignments are expected to be completed according to the deadlines as noted in this syllabus and will be assigned a letter grade or a pass/fail. Students must maintain a minimum of a B average and a pass on all other assignments by the end of each year of study to continue in the program. Any make-up assignments or re-submissions will be at the discretion of the course instructor.

Attendance

Students are expected to attend all classes. It is the responsibility of the student to let the course instructor know if they are unable to attend a session and to make arrangements with the instructor to ensure they are up to date on readings and lectures. A maximum of 3 sessions can be missed per year. Any extenuating circumstances will be considered on an individual basis.

Location & Time

All instructional seminars are taught at the TICP Office & Community Clinic located at 427 Vaughan Road, Toronto, ON, M6C 2P1. Classes are held on Thursday evenings from September until June, from 7:00 p.m. until 10:00 p.m. There are an additional two (2) weekend seminars held during the academic year as noted in the syllabus (November 1, 2020 and April 11, 2021). These Sunday seminars will run with a morning and afternoon session, from 9:00 a.m. – 12:00 p.m. and 1:00 p.m. – 4:00 p.m.

Personal Therapy

Students are expected to be in at least weekly psychotherapy with a regulated therapist for the duration of their time in the training program. Any fees for personal therapy are not included in the tuition fees.

Curriculum Year One, 2020/2021

This is a foundational year in understanding theories of psychotherapy and core clinical competencies.

Before commencing the program in September 2020, students are expected to complete reading **The Basics of Psychotherapy: An Introduction to Theory and Practice by Bruce Wampold.**

This book provides essential background necessary for understanding the role of theory in therapy and shows how understanding psychotherapy theory is the first step to becoming an effective therapist. Wampold explores the history of psychotherapy theory and its role in practice, and then provides students with the tools to understand the vast array of theories in current use.

SEPTEMBER 3, 2020

Program Orientation

Before beginning formal course work a mandatory orientation session introduces students to the 3-year program, answers questions and describes goals and objectives of the program. This orientation defines expectations regarding attendance, coursework and evaluation. Students will engage in a brief discussion about the seriousness, responsibility and significance of becoming a psychotherapist and working in the mental health field as well as have an opportunity for questions and clarification.

Year 1 Section One: Overview and Introduction to Psychotherapy

Length: 11 sessions (33 hours of course lectures)

Description

It is important for students of psychotherapy to have a general understanding of the prominent theoretical approaches to psychotherapy. While this program emphasizes psychoanalytic theory, there are aspects of other treatment paradigms that can be useful to their work as a beginning clinician. The TICP has always valued a comparative integrative model which, as students become more advanced, is directed towards different schools of psychoanalytic thought but exposure to various perspectives as an orientation to the practice of psychotherapy in general is essential to the early formation of how a practitioner begins to think like a therapist.

Learning Objectives

In Section One students receive an introduction to psychotherapy and will:

- Understand foundational theory and principles of seven (7) approaches to psychotherapy including psychoanalytic, behavioural and cognitive, experiential and humanistic, systems oriented, couples therapy, group psychotherapy and integrative models.
- Be introduced to and understand a comparative framework by which to assess each of the seven approaches to psychotherapy. The framework is comprised of five (5) components including:
 1. Process of Clinical Assessment
 2. Practice of Psychotherapy
 3. Therapeutic Relationship and The Stance of the Therapist
 4. Curative Factors or Mechanisms of Change
 5. Treatment Applicability and Ethical Considerations
- Use this framework to compare and contrast the six therapeutic approaches (behavioural and cognitive, experiential and humanistic, systems oriented, couples therapy, group psychotherapy and integrative model) to the Psychoanalytic model
- Incorporate an approach to therapy and the therapeutic process that is non-judgemental as well as exploring the existential/spiritual component regarding the meaning and purpose of the client's existence and challenges.
- Recognize limits and applicability of particular theoretical approaches
- Understand a theory of change within the various models;
- Address the use of self in psychotherapy;
- Incorporate the study of professional literature and applied research to learning.

Assignment: DUE NOVEMBER 19, 2020

Students are required to pick one of the theories reviewed in this section and provide a written comparison with the Psychoanalytic Approach as described in the readings and lectures in sessions 3 and 4 of this component of the program. This paper should include the highlights of each of the theories according to the 5 areas addressed in each theoretical model.

Students should include their own impressions of the theories they are reviewing. (1000 words.) Due Date: Two weeks after course completion.

SEPTEMBER 10, SEPTEMBER 17, 2020

Session 1 and 2 Comparative Framework

Description

This session supports students in understanding a comparative framework for looking at seven approaches to psychotherapy including psychoanalytic, behavioural and cognitive, experiential and humanistic, systems oriented, couples therapy, group psychotherapy and integrative model. Students are introduced to concepts of personality, mental health and pathology in order to understand how these concepts are viewed and approached differently depending on the paradigm being utilized. All therapies discussed subscribe to the fundamental notion that the therapist's theory and treatment must be guided by proven theoretical approaches and not driven by personal bias, morals and judgements.

These two sessions also offer an introduction to and foundational information on the following topics that will be addressed from the different psychotherapy models covered in Section I of the training program.

1. The Process of Clinical Assessment
2. The Practice of Psychotherapy
3. The Therapeutic Relationship and The Stance of the Therapist
4. Curative Factors or Mechanisms of Change
5. Treatment Applicability and Ethical Considerations

Reading

Introduction to Psychotherapy Theory and Practice (Chapter I Essential Psychotherapies, theory and practice 3rd Ed. edited by Stanley B. Mess and Alan S. Gurman).

Students are expected to complete the reading of Chapter One before class to facilitate discussion and questions during class.

SEPTEMBER 24, OCTOBER 1, 2020

Sessions 3 and 4 Psychoanalytic Approaches

Description

While year 2 and 3 focus completely on this paradigm, in year 1 we begin the introduction to approaches to psychotherapy with the Psychoanalytic approach. This overview offers a more contemporary perspective of Freudian Psychoanalytic Psychotherapy and Relational

Psychoanalytic Psychotherapy and addresses these approaches from the following five components:

1. The Process of Clinical Assessment
2. The Practice of Psychotherapy
3. The Therapeutic Relationship and The Stance of the Therapist
4. Curative Factors or Mechanisms of Change
5. Treatment Applicability and Ethical Considerations

Readings

Chapter 2 and 3 of Essential Psychotherapies 3rd ED

OCTOBER 8, OCTOBER 15, 2020

Sessions 5 and 6 Behavioural and Cognitive Approaches

Description

This section introduces students to the history and current practices of Behavioural and Cognitive Therapy with exploration of the 5 components from these theoretical models.

1. The Process of Clinical Assessment
2. The Practice of Psychotherapy
3. The Therapeutic Relationship and The Stance of the Therapist
4. Curative Factors or Mechanisms of Change
5. Treatment Applicability and Ethical Considerations

Readings

Chapter 4, 5 and 6 of Essential Psychotherapies 3rd ED

OCTOBER 22, 2020

Session 7 Experiential and Humanistic Approaches

Description

Students are introduced to Person-Centred Psychotherapy and Related Existential Approaches as well as Humanistic treatment models which also incorporate a spiritual component regarding the meaning and purpose of life. These subjects are examined according to the 5 components:

1. The Process of Clinical Assessment
2. The Practice of Psychotherapy
3. The Therapeutic Relationship and The Stance of the Therapist
4. Curative Factors or Mechanisms of Change
5. Treatment Applicability and Ethical Considerations

Readings

OCTOBER 29, 2020

Session 8 Systems Oriented Approaches

This session introduces students to various family therapy models and how to apply the systems approach to the five components:

1. The Process of Clinical Assessment
2. The Practice of Psychotherapy
3. The Therapeutic Relationship and The Stance of the Therapist
4. Curative Factors or Mechanisms of Change
5. Treatment Applicability and Ethical Considerations

Readings

Chapter 9 of Essential Psychotherapies 3rd ED

SUNDAY NOVEMBER 1, 2020
Morning session: 9:00 a.m. – 12:00

Session 9 Couples Therapy

Description

While this program focuses on preparing the student to provide psychotherapy to individuals, it is important that students also have a grasp on mainstream approaches to couples therapy and how that would be applied to the 5 components:

1. The Process of Clinical Assessment
2. The Practice of Psychotherapy
3. The Therapeutic Relationship and The Stance of the Therapist
4. Curative Factors or Mechanisms of Change
5. Treatment Applicability and Ethical Considerations

Readings

Chapter 10 of Essential Psychotherapies 3rd ED

SUNDAY NOVEMBER 1, 2020
Afternoon session: 1:00 – 4:00 p.m.

Session 10 Group Psychotherapies

Description

Group psychotherapies can be a very effective form of treatment for patients. It is important for students to understand the basics of how groups work, different types of group therapy and how this modality addresses the 5 components:

1. The Process of Clinical Assessment
2. The Practice of Psychotherapy
3. The Therapeutic Relationship and The Stance of the Therapist
4. Curative Factors or Mechanisms of Change
5. Treatment Applicability and Ethical Considerations

Readings:

Chapter 13 of Essential Psychotherapies 3rd ED

NOVEMBER 5, 2020

Session 11 Integrative Approaches to Psychotherapy

Description

This final module on Section I examines how an approach to psychotherapy that integrates more than one model would address the 5 components. Few psychotherapists are purists in their orientations so it is important to be able to learn how psychotherapists integrate more than one model into their approach with clients, addressing the five components:

1. The Process of Clinical Assessment
2. The Practice of Psychotherapy
3. The Therapeutic Relationship and The Stance of the Therapist
4. Curative Factors or Mechanisms of Change
5. Treatment Applicability and Ethical Considerations

Readings

Chapter 12 of Essential Psychotherapies 3rd ED

Year 1 Section Two: Introduction to Human Growth and Development through the Lifespan

Length: 7 sessions (21 hours)

Description

This section provides a brief introduction to human development. We will be using the third edition of *Human Growth and Development* by Beckett and Taylor (2016). The book covers various theories of development and explores the whole lifespan and the challenges that arise at different stages of one's life. It is important for the beginning psychotherapist to develop a grasp of the particular challenges faced at various stages of development to build an understanding of developmental milestones and recognize deviations in development.

Learning Objectives

In Section Two students learn about human growth and development across the lifespan and will:

- Develop a foundational understanding of human growth, cognitive development, moral development and psychological functioning through the lifespan;
- Understand basic psychodynamic concepts related to development;
- Learn theories of attachment, cognitive and moral development;
- Explore adolescence and identity;
- Understand Erikson's model of life cycle stages;
- Learn about family systems theories and stages in family life;
- Explore challenges to adult living including stereotyping and disabilities;
- Understand roles and development within a spiritual, moral, cultural and historical framework;
- Explore lifespan transitions through aging, dying, death and bereavement;
- Explore personal bias and awareness through use of self in psychotherapy;
- Incorporate the study of professional literature and applied research to learning.

Assignment: DUE JANUARY 28, 2021

Students are required to write a brief paper that provides a summary of two of the lectures and corresponding readings. The paper should include an explanation as to why the student selected those two seminars and why they are significant to a broader understanding of human growth and development. (1000 words). Due two weeks after the final class of this section.

NOVEMBER 12, NOVEMBER 19, 2020

Sessions 1 and 2

Introduction and Psychodynamic notions of Human Development

Description

These sessions introduce some of the basic ideas for understanding development and discuss issues in the literature including nature vs nurture and free will vs predetermination. It also introduces basic psychodynamic concepts related to development, including the unconscious, psychosexual stages, object relations and ego development, as well as Erikson's stages of development through the lifespan, including spiritual and moral development.

Readings

Chapters 1 and 2 of *Human Growth and Development* by Beckett and Taylor (2016)

NOVEMBER 26, 2020

Session 3 Attachment

Description

This session introduces students to theories of attachment such as the biological origins of attachment, the secure base and attachment behavioural systems, the development of attachment theory, criticisms of attachment theory, while learning about the contributions of famous attachment theorists John Bowlby and Jane Ainsworth.

Readings

Chapter 3 of *Human Growth and Development* by Beckett and Taylor (2016)

DECEMBER 3, 2020

Session 4 The development of cognitive abilities

Description

Students are introduced to theories of cognitive development including stages of cognitive development, the influential works of Piaget, and considerations of challenges to Piaget's model.

Readings

Chapter 4 *Human Growth and Development* by Beckett and Taylor (2016)

DECEMBER 10, 2020 NO CLASS ~ HANUKKAH

DECEMBER 17, 2020

Session 5 Behaviorism and Learning: Adolescence and Identity

Description

This session introduces classical and operant conditioning, social learning theory and their contribution to understanding development. As well, the challenges of adolescent development are examined briefly.

Readings

Chapters 5 and 6, *Human Growth and Development* by Beckett and Taylor (2016)

DECEMBER 24 & DECEMBER 31, 2020 NO CLASS ~ WINTER BREAK

JANUARY 7, 2021

Session 6

Adulthood and its challenges: Family Systems

Description

Development through the life cycle will be reviewed, including the applicable stages from Erikson's model, including identity and intimacy. Challenges to adult living will include living with disabilities. Family systems theories and stages in family life will also be examined.

Readings

Chapters 7, 8 and 9 *Human Growth and Development* by Beckett and Taylor (2016)

JANUARY 14, 2021

Session 7

A Sociological Perspective of Development: Old Age and Death

Description

In this session students learn about the social construction of roles, stereotyping, development within a cultural, spiritual and historical framework as well as transitions through aging, dying, death and bereavement.

Readings

Chapters 10, 11 and 12, *Human Growth and Development* by Beckett and Taylor (2016)

Year 1 Section Three: Introduction to Psychopathology

Length: 9 sessions (27 hours)

Description

In Section 3, students will develop working hypotheses of what constitutes mental health and what constitutes psychopathology. This series of courses explores common DSM diagnoses with specific reference to the nature of the disorder, including symptoms, course, epidemiology, etiology and treatment implications. Mental health issues presented to clinicians including mood disorders, anxiety disorders, trauma, eating disorders, addictions, personality disorders and psychotic disorders are considered with respect to assessment, case formulation and/or principles of change. Students will learn how to think about these presenting problems with consideration of treatment options, limits of practice and cultural influences.

Learning Objectives

In Section Three students learn about psychopathology and will:

- Be introduced to mental disorders and their classification within the theory of human psychological functioning;
- Discuss the importance, role, limits and importance of diagnosis in treatment;
- Understand contextual and systemic factors that facilitate or impair human functioning;
- Learn about Mood Disorders including features, course and treatment;
- Understand the importance of risk assessments in instances where patients may be a danger to themselves.
- Understand Anxiety Disorders with an emphasis on clinical presentation and treatment;
- Learn about Trauma and understand the clinical presentation of Posttraumatic Stress Disorder;
- Consider trauma within the context of anxiety and depressive symptomatology, certain personality disorders, culture and gender issues;
- Learn about eating disorders and substance use disorders, including collaboration with other health professionals regarding treatment;
- Be introduced to a broad spectrum of Personality Disorders;
- Gain a general understanding of Psychopharmacology including its role in treatment, when to refer to a medical doctor and knowledge of commonly used medications for mental health issues;
- Incorporate the study of professional literature and applied research to learning.

Readings

Psychopathology from Science to Clinical Practice Edited by Louis G. Castonguay and Thomas F. Oltmanns (2013)

Clinical Psychopharmacology made ridiculously simple by John Preston Psy.D and James Johnson, M.D (Eighth Edition).

Chapter 15 in *Psychodynamic Psychotherapy: A Clinical Manual* Second Edition by Deborah L. Cabaniss, Sabrina Cherry, Carolyn J. Douglas, Anna Schwartz

Smith, B. and Wilson, B. (1939) *The Big Book of Alcoholics Anonymous*

Assignment: DUE APRIL 1, 2021

Students are asked to pick two areas of psychopathology that they are interested in working with as a psychotherapist. They are requested to write a brief summary of each of these disorders as well as an explanation as to why they would like to provide treatment to individuals with these mental health issues and what the challenges would be to working with these disorders.(1000 words). This assignment is due two weeks after the final class of this section.

JANUARY 21, 2021

**Session 1
Introduction to Understanding and Treating Psychopathology**

Description

Session one provides students with a foundation to assist in understanding how to define mental disorders and provides an overview of epidemiology, influence of culture on incidence of mental disorders, introduction classification systems DSM-5 and ICD-10 and an evaluation of these classification systems. Students will be encouraged to discuss and debate the importance of diagnosis and its role in treating clients with psychotherapy. Questions of when diagnosis is necessary and the importance of working collaboratively with other mental health professions in the treatment of disorders will be addressed. Limitations of the practice of psychotherapy with respect to diagnosis will also be incorporated into this discussion.

Readings

Chapter 1 *Psychopathology from Science to Clinical Practice* Edited by Louis G. Castonguay and Thomas F. Oltmanns (2013)

JANUARY 28, 2021

**Session 2
Mood Disorders**

Description

Session 2 will introduce students to the symptomatology and etiology associated with Mood Disorders. Clinical features of these disorders including Depression and Bipolar Disorder will be explored with consideration of the course of illness, clinical implications, impact on cognitive functioning, emotional regulation and interpersonal factors. Understanding the importance of a risk assessment for clients who may be a danger to themselves and treatment implications along with psychopharmacological interventions will also be reviewed.

Readings

Chapters 2 and 10 *Psychopathology from Science to Clinical Practice* Edited by Louis G. Castonguay and Thomas F. Oltmanns (2013)

FEBRUARY 4, FEBRUARY 11, 2021

Sessions 3 and 4 Anxiety Disorders

Description

These two sessions cover a wide range of anxiety disorders including Generalized Anxiety Disorder, Panic Disorder and Phobias and Obsessive-Compulsive Disorder. The symptomatology, etiology and epidemiology of these disorders will be explored with emphasis on the clinical presentation of these disorders and treatment implications.

Readings

Chapters 3, 4 and 5 *Psychopathology from Science to Clinical Practice* Edited by Louis G. Castonguay and Thomas F. Oltmanns (2013)

FEBRUARY 18, 2021

Session 5 Trauma

Description

Session 5 will focus on understanding the symptomatology, etiology and epidemiology of Posttraumatic Stress Disorder but students will be encouraged to think about trauma in broader terms and to understand that anxiety and depressive symptomatology as well as certain personality disorders are also often associated with trauma. The clinical presentation of Posttraumatic Stress Disorder will also be explored as well as implications for treatment. It is important that this disorder is considered in context and the potential interplay of culture and gender issues will also be discussed.

Readings

Chapter 6 *Psychopathology from Science to Clinical Practice* Edited by Louis G. Castonguay and Thomas F. Oltmanns (2013)

Recommended Additional Reading: *Trauma and Recovery* by Judith Herman

FEBRUARY 25, 2021

Session 6 Eating Disorders and Addictions

Description

Session 6 will examine the symptomatology, etiology and epidemiology of eating disorders and substance use disorders. This session will discuss the clinical presentation of these disorders as well as implications for treatment. Treatment of Addiction often includes a spiritual component to the recovery process and this is integrated into the approach discussed in this module. The importance of collaboration with other health care professionals will also be considered as these disorders can put physical health at risk. The role of the family system and broader culture on stigma and treatment of these disorders will be discussed.

Readings

Chapters 7 and 8 *Psychopathology from Science to Clinical Practice* Edited by Louis G. Castonguay and Thomas F. Oltmanns (2013)

Smith, B. and Wilson, B. (1939) *The Big Book of Alcoholics Anonymous*

MARCH 4, 2021

Session 7 Personality Disorders

Description

Session 7 is an introduction to Personality Disorders. This is a broad spectrum of disorders that will be explored in more detail from a psychodynamic perspective in years two and three. In this session students will learn about the etiology and symptomatology of personality disorders in a general sense. The clinical presentation of these disorders will be reviewed with implications for treatment.

Readings

Chapter 9 *Psychopathology from Science to Clinical Practice* Edited by Louis G. Castonguay and Thomas F. Oltmanns (2013)

MARCH 11, 2021

Session 8 Psychotic Disorders

Description

This session offers a basic introduction to psychotic disorders. Students will learn the prevalent symptomatology associated with Schizophrenia and other psychotic disorders. While many psychotherapists may never treat individuals with psychoses it is important to be aware of how this can show up in a clinical presentation and its implications for treatment. The role of pharmacology for the treatment of these disorders will also be reviewed.

Readings

MARCH 18, 2021

Session 9 Psychopharmacology

Description

This session provides students with a general understanding of psychopharmacology, including their indications (i.e., when to refer for assessment with a medical doctor for medication) their common uses for the various mental disorders and their limits and potential problems (side-effects, iatrogenesis). The various meanings of taking medication and its psychological implications for patients and psychotherapists are considered. Some case examples will be reviewed.

Readings

Clinical Psychopharmacology made ridiculously simple by John Preston Psy.D and James Johnson, M.D (Eighth Edition).

Chapter 15, *Psychodynamic Psychotherapy: A Clinical Manual* Second Edition by Deborah L. Cabaniss, Sabrina Cherry, Carolyn J. Douglas, Anna Schwartz

Year 1 Section Four: Culture, Religion and Gender Diversity in Therapeutic Practice

Length: 2 sessions (6 hours)

Description

This section introduces students to the importance of raising their awareness and sensitivities to diversity in culture, religion, gender and sexuality in their clients. Students are encouraged to approach all forms of diversity with an attitude of curiosity and open mindedness. This section examines the influence of these factors on the psychotherapy experience both from the perspective of client and psychotherapist.

Learning Objectives

In Section Four students examine culture and gender diversity in clinical practice and will:

- Become aware of the role culture and diversity play when providing psychotherapeutic interventions;
- Explore the role of religion and spirituality in psychotherapy;
- Learn principles of gender and sexual diversity therapy;
- Examine one's own prejudices and biases regarding culture, religion and sexual diversity to create a better understanding and use of self in therapy;
- Understand the importance of culturally relevant resources;
- Incorporate the study of professional literature and applied research to learning.

Assignment: DUE APRIL 15, 2021

Students are expected to provide a two page summary describing how this course of study heightened their awareness and sensitivities to culture, gender and sexuality according to material covered in the learning modules and their own personal perspective on these subject matters. (This assignment is a pass/fail)

MARCH 25, 2021

Session 1

Cultural and spiritual differences, diversity in psychotherapy

Description

We live in a multicultural world with diverse ethnic groups that have differing worldviews, which has implications for the treatment of mental health issues. This session will introduce the importance of being aware of and considering cultural differences as well as developing cultural sensitivities when providing psychotherapeutic interventions.

Readings

Stanley Sue, Nolan Zane, Gordon C. Nagayama Hall, and Lauren K. Berger The Case for Cultural Competency in Psychotherapeutic Interventions (2009 Annu Rev Psychol. 2009; 60: 525–548.

APRIL 1, 2021

Session 2 Gender and Sexuality

Description

This session serves as an introduction to the increasingly important issue of providing psychotherapy to individuals that do not fit the normative understanding of heterosexuality and binary understanding of gender. Principles of gender and sexual diversity therapy are introduced, highlighting the need for the therapist to understand both the social context in which the diversity exists, as well as taking into account the specific, individual concerns of each client. The importance of the therapist working through his or her prejudices regarding sexual diversity is reviewed.

Reading

Dominic Davies *Gender and Sexual Diversity* (2012) (a pdf can be found on the internet at <https://www.counselling-directory.org.uk/counsellor-articles/gender-and-sexual-diversity-therapy>)

Year 1 Section Five: Introduction to Clinical Assessment, Formulation and Interviewing Skills

Length: 10 sessions (30 hrs)

Description

This section is an intensive introduction to the principles, key concepts and basic skills to ready students to interview clients and begin to formulate cases utilizing a psychodynamic psychotherapy approach. The objective of these sessions is to provide students with a foundation to begin their practicum.

Learning Objectives

In Section Five students are introduced to principles of psychodynamic psychotherapy, clinical assessment, therapeutic formulation and interviewing skills and will:

- Become oriented to psychodynamic psychotherapy;
- Understand the therapeutic relationship and how to begin thinking like a psychodynamic therapist;
- Discuss fundamentals such as safety, rapport, goal setting, open ended questioning and empathic listening;
- Learn how to develop a clinical framework, formulation and rationale for treatment;
- Understand therapeutic boundaries and developing a therapeutic alliance;
- Learn fundamentals of therapeutic interventions;
- Integrate a theory of change within the theoretical framework;
- Examine the foundational techniques of psychodynamic psychotherapy;
- Learn about case formulation for the purpose of framing and recommending a treatment plan;
- Learn approach and skills to conduct an intake and risk assessment
- Develop report writing and professional communication skills
- Work collaboratively with students/colleagues/instructors to build professional relationships
- Incorporate the study of professional literature and applied research to learning.

Readings

Psychodynamic Psychotherapy: A Clinical Manual Second Edition by Deborah L. Cabaniss, Sabrina Cherry, Carolyn J. Douglas, Anna Schwartz

Assignment: DUE JUNE 10, 2021

Students are asked to conduct an initial one hour clinical interview on a friend or family member. The interviewee can provide a pretend client profile. Students are asked to take notes on the clinical interview as if it was an initial assessment and write up an intake report that includes a description of the client, their presentation in the interview, the presenting problem, how the therapist experienced the client, an initial formulation and recommendations for therapeutic interventions based on the learnings in this section. (1000 words)
Due two weeks after last class. This assignment will be provided with a letter grade.

APRIL 8, 2021

**Session 1
What Is Psychodynamic Psychotherapy and How Does it Work?**

Description

This session provides an overview of psychodynamic psychotherapy to offer an initial orientation for how to work with this model as a new clinician. Students will learn about the role of the unconscious, the therapeutic relationship and how to begin thinking like a psychodynamic therapist. The parameters of the clinical setting are explored to assist students in understanding how to set the stage for beginning psychotherapy with clients. Discussions on how to build initial rapport, engage in goal setting and develop rationale for treatment are integrated into this session.

Readings

Chapters 1 and 2, *Psychodynamic Psychotherapy: A Clinical Manual* Second Edition by Deborah L. Cabaniss, Sabrina Cherry, Carolyn J. Douglas, Anna Schwartz

SUNDAY APRIL 11, 2021

Morning session: 9:00 a.m. – 12:00 Afternoon session: 1:00 – 4:00 p.m.

**Sessions 2 and 3
Clinical Assessment**

Description

These sessions explain how beginning therapists set up a safe environment for patients to begin exploring their difficulties. Understanding the clinical frame, how to ask open ended questions and take a thorough history as well as assess the chief complaint and current symptoms are primary topics in these modules. The student is also introduced to the assessment of defenses, problem solving abilities, cognition, judgement and emotional regulation. The assessment of the patient's relationships, social abilities and supports including capacity for effectiveness at work and play are also considered as an integral part of the assessment process. The importance of assessing risk to self and others is also incorporated into this module.

Readings

Chapters 3 and 4, *Psychodynamic Psychotherapy: A Clinical Manual* Second Edition by Deborah L. Cabaniss, Sabrina Cherry, Carolyn J. Douglas, Anna Schwartz

APRIL 15, APRIL 22, 2021

**Session 4 and 5
The Initial Formulation and Recommendations**

Description

After understanding how to conduct an assessment, students learn how to create an initial formulation in order to recommend a treatment plan. Students explore how the etiology of the patient's difficulties, unconscious processes and developmental considerations are woven into the initial formulation. Students will be taught to describe the patient's problems, patterns of behaviour and relating to other as well as how to review personal history and link all these forces into a dynamic formulation. Indicators for psychodynamic psychotherapy are also explored.

This session includes opportunity for students to create formulations together from case examples provided by the instructor.

Readings

Chapters 5 and 6, *Psychodynamic Psychotherapy: A Clinical Manual* Second Edition by Deborah L. Cabaniss, Sabrina Cherry, Carolyn J. Douglas, Anna Schwartz

APRIL 29, MAY 6, 2021

Sessions 6 and 7

Beginning Treatment

Description

These sessions consider fundamental aspects necessary to creating the foundation for beginning psychotherapy with a client. Obtaining informed consent for treatment, collaborative goal setting, establishing boundaries and developing a therapeutic alliance are primary focuses of this module. How to engage in empathic listening, attend to the patient's feelings about the therapist and the therapist's feelings about the patient are important skills that are taught in these sessions. Setting the clinical frame is also explored in more detail with respect to time, money, privacy, confidentiality and other factors. The role and limitations of therapeutic neutrality are examined with an emphasis on assuming a non-judgemental position to foster safety and trust.

Readings

Chapters 7,8,9,10, 11, 12, 13,14 *Psychodynamic Psychotherapy: A Clinical Manual* Second Edition by Deborah L. Cabaniss, Sabrina Cherry, Carolyn J. Douglas, Anna Schwartz

MAY 13, 2021

Session 8

Communicating with Clients: Listening and Reflection

Description

This session examines the foundational techniques of psychodynamic psychotherapy. Students learn to engage in communication that is focused exclusively on the client's issues. They are

taught to listen in a way that explores, silence, shifts in the way clients communicate, patterns of communication including inconsistencies, slips, passivity and affect. What to listen for in terms of content and meaning is also reviewed. Next, the role of reflection in understanding meaning, deciding how to focus listening and determine therapeutic strategy is examined. Students are taught how to use reflection to move communication into deeper places considering the unconscious, following affect and attending to transference and countertransference. Reflection is presented as a way to assess the state of the therapeutic alliance, phase of treatment and the patient's current functioning.

This session includes interactive discussion and practice of techniques.

Readings

Chapters 16 and 17 *Psychodynamic Psychotherapy: A Clinical Manual* Second Edition by Deborah L. Cabaniss, Sabrina Cherry, Carolyn J. Douglas, Anna Schwartz

MAY 20, 2021

Session 9 Communicating with Clients: Learning to Intervene

Description

In this session students learn initial approaches to intervention. Basic interventions including psychoeducation, questions, providing information as well as empathic remarks, reflective statements and silence are considered. Next, the role of supporting interventions including understanding what support is and how to provide it to assist clients in areas where their presenting weakened or deficient functioning. Some of the supporting interventions discussed are encouragement, inspiration, offering hope, praise and reminding patients of their capacities. Soothing, nurturing, reducing guilt, joining, empathizing, protecting and setting limits are some of the other supporting techniques considered. Finally, students are introduced to uncovering interventions which are directed at surfacing unconscious material through confrontation, clarification and interpretation.

This session includes interactive discussion and practice of techniques.

Readings

Chapter 18, *Psychodynamic Psychotherapy: A Clinical Manual* Second Edition by Deborah L. Cabaniss, Sabrina Cherry, Carolyn J. Douglas, Anna Schwartz

MAY 27, 2021

Session 10 Clinical Assessment, Formulation and Interviewing Skills: Summary, Review and Preparation for Beginning Practicum

Description

Session 10 is an integration of the previous 9 sessions. This is an interactive session where students are encouraged to bring questions regarding starting practicum and come prepared to practice and discuss the application of assessment, formulation and interviewing skills. This is a dynamic class where students break into groups, practice techniques and present their challenges and questions to class.

Readings

Review chapters 1-18 in *Psychodynamic Psychotherapy: A Clinical Manual* Second Edition by Deborah L. Cabaniss, Sabrina Cherry, Carolyn J. Douglas, Anna Schwartz

Recommended: *The Gift of Therapy: an Open Letter to a New Generation of Therapists and Their Patients* by Irvin Yalom. This book is assigned as required summer reading following year two of the program.

Year 1 Section Six: Professional Issues and Ethics

Length: 4 sessions (12hrs)

Description

This course series offers an introduction to ethics for psychotherapists, providing an understanding of professional standards and conduct, ethics, self regulation and jurisprudence. It utilizes the standards and practices outlined by the College of Registered Psychotherapists of Ontario, titled *Professional Practice and Jurisprudence for Psychotherapists*. The instructor incorporates case examples for discussion. Students will also learn about collegial and interprofessional relationships with consideration of informed consent for sharing of information, limits of confidentiality and writing professional communications according to the standards of the CRPO.

Learning Objectives

In Section Six students are introduced to ethical standards, professional conduct as well as legal requirements with regard to the practice of psychotherapy and will:

- Understand standards of professional practice;
- Discuss Professional Practice and Jurisprudence for Psychotherapists ;
- Learn about the Regulated Health Professions Act, the Psychotherapy Act and other laws, including municipal and local, that regulate the practice of psychotherapy;
- Understand collegial and inter-professional relationships regarding informational boundaries, requirements and professional communications including report writing;
- Review the role and function of the College of Registered Psychotherapists of Ontario;
- Identify self care, health and wellness strategies necessary for the therapist to function at an optimal level;
- Incorporate the study of professional literature and applied research to learning.

Readings

Professional Practice and Jurisprudence for Psychotherapists. College of Psychotherapists
The Canadian Code for Psychologists (Fourth Edition) , published by the Canadian Psychological Association.

Assignment: DUE JULY 8, 2021

Students are expected to complete a 3 page assignment on the importance of self-regulation, ethics and professional standards to the practice of psychotherapy. This assignment is important to demonstrating readiness to begin a clinical case and must show that the student has grasped the fundamentals of this learning module. (pass/fail)

JUNE 3, 2021

Session 1

Self Regulation, Ethics, Professional Standards and Professional Misconduct

Description

The role of the College will be discussed along with the importance of self-regulation as a practising psychotherapist. The College's code of ethics will be reviewed, as well as standards of professional practise and what constitutes misconduct.

Reading

Professional Practice and Jurisprudence for Psychotherapists (p 6-15)

JUNE 10, 2021

Session 2

Client-Therapist Relationships: Informed Consent, Boundaries, Billing

Description

This session covers ethical issues in the client-therapist relationship. The meaning of informed consent and how it may be presented to the client will be explored. Boundary issues in psychotherapy, including the types of relationships that are and are not permitted with clients will be explored, with case examples to highlight specific problems that can arise. Discussion of billing is also covered. An understanding of the role self care and emotional, physical and mental wellbeing play in the effectiveness of the therapist is incorporated into this session.

Reading

Professional Practice and Jurisprudence for Psychotherapists (p 17-32)

JUNE 17, 2021

Session 3

Jurisprudence: The Regulated Health Professions Act and the Psychotherapy Act

Description

This session discusses applicable law in psychotherapy, focusing on the Psychotherapy Act and the Regulated Health Professions Act (RHPA). The RHPA describes controlled acts, scope of practice, use of titles and mandatory reporting. The Psychotherapy Act covers registration regulation, professional misconduct, record keeping and confidentiality, conflict of interest and advertising. These are the two most important pieces of law with which psychotherapists need to familiarize themselves. Case examples will be presented by the instructor.

Reading

Professional Practice and Jurisprudence for Psychotherapists (p 34-56)

Session 4

Jurisprudence: The role of the College and other laws regulating the provision of Psychotherapy

Description

This session will review the role of the College of Psychotherapists, as well as reviewing several other laws that regulate the practise of psychotherapy. Again, case examples will be discussed during the session.

Reading

Professional Practice and Jurisprudence for Psychotherapists (p 57-85)

The instructor will also use *The Canadian Code for Psychologists* (Fourth Edition), published by the Canadian Psychological Association to introduce four principles to guide ethical behavior: Respect for the Dignity of Others, Responsible Caring, Integrity in Relationships and Responsibility to Society.

List of Required Book Purchases – 3-Year Psychotherapy Training Program

YEAR ONE 2020/2021

**This list includes ONLY books referenced on the course syllabus, and does not include readings sourced from journals, professional associations, regulatory websites, or additional suggested readings from instructors. These resources must be sourced independently by students and the costs are not included in the regular tuition fee. These books are available at Caversham Booksellers <https://www.cavershambooksellers.com/cat/TICPTextsPsychotherapy>*

NAME	Est. Cost
<u>The Basics of Psychotherapy: An Introduction to Theory and Practice</u> By Bruce Wampold	\$44.96
<u>Essential Psychotherapies, theory and practice</u> 4th Ed. edited by Stanley B. Mess and Alan S. Gurman	\$57.56
<u>Human Growth and Development</u> by Beckett and Taylor (2016)	\$56.00
<u>Psychopathology from Science to Clinical Practice</u> Edited by Louis G. Castonguay and Thomas F. Oltmanns (2013)	\$58.95
<u>Clinical Psychopharmacology made ridiculously simple</u> by John Preston Psy.D and James Johnson, M.D (Eighth Edition).	\$24.23
<u>Psychodynamic Psychotherapy: A Clinical Manual</u> Second Edition by Deborah L. Cabaniss, Sabrina Cherry, Carolyn J. Douglas, Anna Schwartz.	\$95.63
<u>The Big Book of Alcoholics Anonymous</u> Smith, B. and Wilson, B. (1939)	Available online
RECOMMENDED ADDITIONAL READING	
<u>Trauma and Recovery</u> , Herman, Judith (1992), Basic Books	\$23.50
REQUIRED READING SUMMER PRIOR TO BEGINNING YEAR 2	
<u>The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients</u> , Yalom, Irvin (2017)	\$20.00
TOTAL COST	\$380.83