

**Psychology 847**  
**Treatment, Theory, and Process**  
**Autumn 2025**

*Queen's University is situated on Anishinaabe and Haudenosaunee Territory*

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### **Brief Course Description**

This course teaches the important skills needed for clinical interviewing, and introduces some basic concepts of cognitive-behavioural therapy for depression.

Both basic and advanced interviewing techniques will be introduced by means of theoretical discussion, microskills analysis, practical demonstrations, and role-plays. Students will learn how to integrate interviewing techniques with knowledge of relevant literature in order to conduct a clinical interview.

Psychotherapy skills are then introduced, using a cognitive behavioural therapy (CBT) framework. Students will receive an introduction to the five-part model of cognitive therapy case conceptualization, as well as thought record and behavioural experiment techniques. Process issues include the use of guided discovery, Socratic dialogue, and managing difficult emotions. Boundary issues, breaks in the therapeutic alliance and self-disclosure will be discussed.

### **General Course Goals**

The course is intended to:

1) introduce students to fundamental components of psychotherapy, including clinical interviewing, understanding professional issues, and an evidence-based intervention model (CBT).

and

2) To gain an understanding of basic therapeutic skills within the CBT model, and to demonstrate competence in introductory CBT techniques, including use of the five-part model, thought records, and behavioural experiments.

### **Specific Course Objectives: Skills & Core Knowledge to be Acquired**

- Objective 1.* To develop competence in basic interviewing skills including building rapport through active listening, effective inquiry, and summarizing.
- Objective 2.* To develop competence in advanced interviewing skills including guided discovery and socratic questioning.
- Objective 3.* To gain an understanding of the basic therapeutic techniques and fundamental principles of cognitive-behavioural therapy.
- Objective 4.* To gain competence in implementing basic cognitive-behavioural therapy techniques using the five-part model and thought records.
- Objective 5.* To become familiar with professional and personal process issues and the corresponding impact on the therapeutic alliance.
- Objective 6.* To gain an understanding of the role of science in clinical practice, and to understand what it means to take an empirical approach in practice.
- Objective 7.* To become familiar with concepts of multicultural clinical practice and gain competence in applying knowledge to conducting a culturally-competence intake interview.

### **Core Knowledge and Professional Development**

- *History and Systems:* This course will review the early development of cognitive theory and therapy for the affective disorders, and will discuss the evolution of research on the empirical validation of cognitive therapy.
- *Biological bases of behaviour relevant to client populations or course topics covered:* This course will address research comparing cognitive therapy to biological treatments of the affective disorders.
- *Cognitive & affective bases of behaviour relevant to client populations or course topics covered:* This course will address cognitive theories of etiology of the affective disorders, and will train students in basic cognitive-behavioural techniques for the affective disorders.
- *Social bases of behaviour relevant to client populations or course topics covered:* This course will address application of cognitive theory to the interpersonal/social context of therapy. Interpersonal issues related to empathy, diversity and inclusion, and attributions of change will be discussed.
- *Scientist-practitioner role:* This course will provide students with basic instruction in how to apply an empirical approach to the treatment of clients in a single-case design. This course

will provide socialization into the scientist-practitioner role by discussing the importance of using empirically-supported treatments, and basing case conceptualization and treatment decisions on empirical research.

- *Leadership*: This course will foster leadership by discussing and promoting the unique and valuable skills that psychologists bring to a health care setting in terms of empirical evaluation of treatment, the validity of the cognitive-behavioural approach (broadly defined) to case conceptualization and intervention

### **Assessment of Objectives**

#### 1. Two Videotape Role-Plays: 60% of final evaluation

- Students will be paired in random assignment for two separate videotape tasks. For each task, the pair will produce twenty-minute video clips, turn-taking the roles of therapist and client.
  - Students can record Zoom interviews or face-to-face (when possible) interviews using smartphones or related tech. You can also book a space in the Psychology Clinic if you wish to practice in a true therapy setting (highly recommended).
  - Along with the twenty-minute video, students are required to submit a short (one page maximum) written critique of their own session (i.e., what went well, what needs improvement, and specific suggestions for changes).
  - No interview is perfect or goes exactly as planned: Identifying areas for improvement is just as important for the evaluation as is demonstrating the particular skills.
  - Any portion of the video that exceeds 20 minutes will not be viewed or graded.
- a. Interviewing skills: Worth 30% of final grade
    - Following a written case scenario with defined presenting problems, students will be evaluated on the ability to implement the basic interviewing techniques that were introduced in class.
  - b. CBT technique: Worth 30% of final grade
    - Following a written case scenario with defined presenting problems, students will demonstrate an understanding of basic CBT theory and technique by working through a thought record.

#### 2. Three written assignments: 40% of final evaluation

- a. Self-reflection on diversity, inclusion, and equity in clinical practice: Worth 10% of final grade
  - Short thought paper answering guided questions
- b. Thought record: Worth 15% of final grade
  - Students will fill out a 7-column thought record for their own presenting situation

- c. Behavioural experiment: Worth 15% of final grade
  - Students will complete a behavioural experiment that they design and document

Assignments should be email to me by 9:30am on the day they are due.

## Readings

### 1. Required textbooks:

Greenberger, D., & Padesky, C. A. (2015). *Mind Over Mood, 2<sup>nd</sup> Edition*. New York: Guilford.  
Recommend the Clinician's Guide.

Beck, J. (2021). *Cognitive Therapy: Basics and Beyond, 3<sup>rd</sup> Edition*. New York: Guilford.

Miller, R. & Rollnick, S. (2023). *Motivational Interviewing: Helping People Change, 4th edition*. New York: Guilford.

### 2. Recommended textbooks:

Beck, J. (2005) *Cognitive Therapy for Challenging Problems*. New York: Guilford.

Naar, S., & Safren, S. A. (2017). *Motivational Interviewing and CBT: Combining Strategies for Maximum Effectiveness*. New York: Guilford.

### 3. Supplemental Materials:

#### 1. Required:

Barlow, D. H., & Kennedy, K. A. (2016). New approaches to diagnosis and treatment in anxiety and related emotional disorders: A focus on temperament. *Canadian Psychology/Psychologie canadienne*, 57(1), 8.

Clark, G. I., & Egan, S. J. (2015). The Socratic method in cognitive behavioural therapy: a narrative review. *Cognitive Therapy and Research*, 39(6), 863-879.

Fung, K., & Lo, T. (2017). An integrative clinical approach to cultural competent psychotherapy. *Journal of Contemporary Psychotherapy*, 47, 65-73.

LeMaire, K., Kurup, A. R., Novak, K., & Oesterle, D. W. (2021, December 8). Development and Evaluation of Culturally Competent Intake and Case Conceptualization Tools for Clinical Psychology Training Program. Retrieved from <https://osf.io/uhzbx/>

Parikh, S. V., Quilty, L. C., Ravitz, P., Rosenbluth, M., Pavlova, B., Grigoriadis, S., ... & CANMAT Depression Work Group. (2016). Canadian Network for Mood and Anxiety Treatments (CANMAT) 2016 clinical guidelines for the management of adults with major depressive

disorder: section 2. Psychological treatments. *The Canadian Journal of Psychiatry*, 61(9), 524-539.

Padesky, C.A. (1993, September). *Socratic questioning: Changing minds or guiding discovery?* <https://padesky.com/wp-content/uploads/2012/11/socquest.pdf>

Padesky, C.A., & Mooney, K. A. (1990). Clinical tip: Presenting the 5-part model to clients. *International Cognitive Therapy Newsletter*, 6, 13-14.

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2016). Clinical Interviewing. Chapters 3 & 4. John Wiley & Sons.

## 2. Recommended:

Aggarwal, N. K., & Lewis-Fernández, R. (2015). An introduction to the Cultural Formulation Interview. *Focus*, 13(4), 426-431.

Ashbaugh, A. R., Cohen, J. N., & Dobson, K. S. (2021). Training in cognitive behavioural therapy (CBT): National training guidelines from the Canadian Association of Cognitive and Behavioural Therapies. *Canadian Psychology/Psychologie Canadienne*, 62(3), 239.

CFI is downloadable from <https://nyculturalcompetence.org/research-initiatives/initiative-diagnosis-engagement/cultural-formulation-interview-project/>

Vittorio, L. N., Murphy, S. T., Braun, J. D., & Strunk, D. R. (2022). Using Socratic questioning to promote cognitive change and achieve depressive symptom reduction: evidence of cognitive change as a mediator. *Behaviour Research & Therapy*, 150, 104035.

### Fee Statement for Textbooks:

Course textbook: Greenberger, D., & Padesky, C. A. (2015). *Mind Over Mood, 2<sup>nd</sup> Edition*. New York: Guilford.

Edition(s) Acceptable: 2<sup>nd</sup>

Publisher: Guilford

For Purchase: Online (Amazon)

Cost: \$35.38 (Amazon); (Clinician's guide \$76.05)

Available in Library: yes

Course textbook: Beck, J. (2021). *Cognitive Therapy: Basics and Beyond, 3<sup>rd</sup> Edition*. New York: Guilford.

Edition(s) Acceptable: 3<sup>rd</sup>

Publisher: Guilford

For Purchase: Online (Amazon)

Cost: \$79 (Amazon)

Available in Library: Yes

Course textbook: Miller, R. & Rollnick, S. (2023). *Motivational Interviewing: Helping People Change, 4th edition*. New York: Guilford.

Edition(s) Acceptable: 3<sup>rd</sup> or 4<sup>th</sup>

Publisher: Guilford

For Purchase: Online (Amazon)

Cost: \$79.53 (Amazon)

Available in Library: yes

## **Equity, Diversity, and Inclusivity Statement**

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples. In this class I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Every member of this class is asked to show respect for every other member.

## **Building a Classroom Community**

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safer, more respectful classroom community for learners by following these guidelines:

- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.
- Recognize and value the experiences, abilities, and knowledge each person brings to the course.
- Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
- Encourage others to develop and share their ideas.
- Pay close attention to what your peers say/write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
- Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
- Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.

## **Fostering Accessibility**

All of us have a shared responsibility for fostering accessibility and promoting meaningful inclusion of those with disabilities. The [Accessibility Hub](#) at Queen's University's Human Rights & Equity Office offer a host of [tutorials](#) that provide us all with practical tips for:

- creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,
- emails, e.g., while communicating with group members or your teaching team, and
- meeting practices (e.g., in tutorials/labs/seminars or virtual meetings).

### **Name/Pronoun**

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

### **Copyright of Course Material**

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Please see the Academic Considerations for Students with Extenuating Circumstances and Accommodations for Disabilities sections of the syllabus for more information.

### **Policies**

#### **Class Attendance**

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

## Late Policy

All assignments have a built-in three-day grace period, which aligns with the Faculty of Arts and Science's policy for Academic Considerations. If you have extenuating circumstances when a submission is due, and these circumstances will last up to three (3) days, you can use the grace period without applying for formal Academic Considerations through the Portal. The grace period is automatically applied to assignments submitted up to three (3) days late. However, if your circumstances will last more than three (3) days and you have documentation, please use the Academic Considerations Portal.

Late assignments beyond the grace period (without long-term Considerations or Accommodations) for assignments without approved Considerations or Accommodations for the Discussions and Quizzes will be penalized **5% per day (or part thereof)** that it is late, including weekends, unless arrangements have been made.

## Academic Support

All students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

## Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

### **Academic Consideration for Students in Extenuating Circumstances**

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

### **Queen's Policy Statement on Academic Integrity**

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("[The Fundamental Values of Academic Integrity](#)", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("[The Fundamental Values of Academic Integrity](#)", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

### **Generative Artificial Intelligence (AI) Tools**

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a departure from academic integrity. Original work, completed wholly by you, is expected to be submitted in this course.

Queen's [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity department
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

### Psychology 847: Autumn 2025 Course Schedule

Date	Reading	Topics
Sept 9		Introduction to the course; Introduction to psychotherapy and empirically supported treatments; Equity, diversity, and inclusion in clinical practice; Introduction to interviewing
Sept 16	LeMaire et al., 2021, pp. 24-54; 59-97; Fung & Lo, 2017; Parikh et al., 2016; Sommers-Flanagan et al, 2015.	Orienting your client to therapy: introductions and informed consent; The culturally-competent intake interview: overview and structure
Sept 23	Sommers-Flanagan, 2015, Ch. 3, pp. 59-84; LeMaire et al., 2021, pp. 10-23.	Basic interviewing techniques (Attending; Active listening; Reflection of content and affect; the 'therapeutic smile') *Self-reflection homework due*
Sept 30	<b>National Truth and Reconciliation Day</b>	<b>No Class</b>
Oct 7	Sommers-Flanagan, 2015, Ch.4, pp. 97-108; Padesky, 1993; Clark & Egan, 2015.	Interviewing techniques, continued (Effective inquiry: open and closed-ended questions; Guided discovery and socratic questioning)
Oct 14	<b>Fall Break</b>	<b>Take a break!</b>
Oct 21	Miller & Rollnick 4 <sup>th</sup> Ed: Part I & II (Ch. 1-7); 3 <sup>rd</sup> Ed: Part I, II, & IV (focus on Ch. 12 & 18).	Advanced interviewing techniques (Using Motivational Interviewing techniques to confront ambivalence; decisional balance)
Oct 28	Beck Ch. 1-5, 6; Padesky & Mooney; MOM Ch. 1, 2 Barlow & Kennedy, 2016; Ashbaugh et al., 2021.	Overview of CBT for depression: Theoretical foundation and empirical evidence; Unified Protocol & CBT
Nov 4	Beck Ch. 1-5, 6 MOM Ch. 1, 2	Core CBT Techniques; Collaborative Agendas; Naturally Occurring Moments; Feedback in Therapy; Writing Things Down; More on Socratic questioning – second handout Introduction to Case Conceptualization in CBT The Five-Part Model * <b>Interviewing skills assignment due*</b>
Nov 11	Padesky & Mooney, 1990; Beck Ch. 12-15; MOM Ch. 3, 4, 6	5-Part Model, cont. Introduction to Thought Records (3-column) ** <i>End at 11am for Remembrance Day</i>
Nov 18	MOM Ch. 7, 8	Thought records, continued (7-column)
Nov 25	Beck Ch. 7, 8, & 13 MOM Ch. 10-11	* <b>Thought record homework due*</b> Introduction to Behavioural Experiments
Dec 2		Behavioural Experiments, continued
Dec 9		* <b>Behavioural experiment homework due*</b> * <b>CBT skills assignment due*</b>