

**SWK 4670H**  
**CYBERCOUNSELLING AND SOCIAL WORK PRACTICE**

**SPRING 2021**

**Instructor**

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Class Schedule: *Thursdays 6:00-9:00pm EST*

Office Hours: *by appointment*

Spring Term: April 29 – June 24, 2021

*Rationale and Significance*

This course will prepare students to provide high quality counselling services while using multiple technological mediums. These include counselling interventions delivered by video conferencing, telephone, text message, email, and smartphone applications. Connections will be made between face-to-face counselling and cybercounselling mediums including the important role of the therapeutic alliance and methods used to develop and maintain this important relationship. Existing research and best practices will be identified and tested with experiential learning exercises.

*Goals & Learning Objectives/ Course Competencies /Student Learning Outcomes*

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

- Describe the technical and clinical aspects of multiple cybercounselling mediums.
- Discuss ethical considerations in delivering cybercounselling services and interventions.
- Discuss the nuances of conceptualizing practice (i.e. therapeutic frame, clinical boundaries, counter/transference) as they apply to cybercounselling mediums and interventions.
- Demonstrate the use of e-interventions drawn from cognitive-behavioural therapy as well as other therapeutic modalities.
- Reflect on the context of shared trauma (i.e. the COVID-19 pandemic), its heightened and visible gaps in disparity, and clinical implications for providing service at a distance
- Evaluate the value and efficacy of smartphone mental health applications.

*Course Resources*

Readings and Additional Resources will be posted on Quercus. Login at <http://q.utoronto.ca/> using your UTORid and password. Courses you are enrolled in will display in Quercus in alphabetical order by course name. Most course materials, organized week by week, will be accessed within each course.

If a course card for a course you are enrolled in does not appear on your Quercus Dashboard, select Courses from the left menu and All Courses. Click on the star beside a course title to add to the courses menu.

An online Student Quercus Guide is available at [uoft.me/qstudents](https://uoft.me/qstudents).

### Educational Philosophy

We believe in an educational approach that fosters a positive working partnership between the instructor and students. Based on principles of adult learning, the class will be taught using a wide variety of instructional methods including lectures, large and small group discussions, videos, student presentations and hearing about the experiences of expert guest speakers. Students are encouraged to share their knowledge and experience in various aspects of community and organization practice and will be asked to participate in the development and evaluation of the course.

### Learning Environment

This course will strive to create an environment that is inclusive and conducive to a positive learning experience. This means that both instructors and students must take responsibility for the learning environment. Positive learning involves gaining and sharing knowledge in a respectful manner just as will be necessary in the context of professional practice. Accordingly, disrespectful behaviour, intimidation and discriminatory and exclusionary comments are unacceptable in the learning environment, just as they are unacceptable in a professional environment. This would include comments that are hurtful, inappropriate and contrary to our social work values, mission, Faculty and University policies and the Ontario Human Rights Code. If there are any concerns about the learning environment, students are encouraged to express them to the instructor.

### Professional Conduct and Civility in the Classroom

Students should approach this course with the same level of professionalism expected in practice settings and in accordance to our professional code of conduct (as per the CASW Code of Ethics). This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. Academic settings provide freedom to explore new ideas. In the classroom, this allows for opportunities to share perspectives, experiences and ideas and to provide respectful space for those of others. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, abilities, religious and political beliefs, national origins, sexual orientations, gender identities as well as personal and work experiences. Social work education also deals with complex and controversial issues which may impact your comfort and safety. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. It is the responsibility of everyone in the classroom to strive toward an environment that values civility, respect and professionalism even if we do not agree. Students are expected to accord their colleagues the respect, sensitivity and confidentiality similar to the environment they would offer in professional practice. We expect to learn from each other in an atmosphere of positive engagement and mutual respect.

*Unanticipated distress, mental health and stress management:* Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor and seek self-care. The professor can be responsive and supportive regarding students' participation in course activities, but students are responsible for communicating their needs. Students may also experience mental health concerns or stressful events that may lead to diminished academic performance. University of Toronto services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Health & Wellness Partnership through SGS  
<http://www.sgs.utoronto.ca/currentstudents/Pages/Graduate-Counselling-Services.aspx>

### *Name and Pronoun Use in the (Virtual) Classroom*

Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor your request to address you by your preferred name or pronoun. Please advise your instructor of your request early in the term if possible.

### Course Materials Copyright

Course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the *Copyright Act*, RSC 1985, c C-42. These materials are made available to you for your own study purposes, and cannot be shared outside of the class or "published" in any way. Lectures, whether in person or online, cannot be recorded without the instructor's permission. Posting course materials or any recordings you may make to other websites without the express permission of the instructor will constitute copyright infringement.

### *Course Evaluation: Student Feedback Matters*

Course evaluations for this course will be completed conveniently through an online system. You will receive an email invitation at your **mail.utoronto.ca** email address that will direct you to where you can complete the evaluations for all courses that are in the online system. You can also access 'Course Evals' through Quercus by login at <http://q.utoronto.ca/> using your UTORid and password.

Course evaluations are very important to ensuring the quality of education at this Faculty and informing the development of its curriculum.

The survey used to evaluate this course have been developed in collaboration between faculty and students and the university's teaching and learning experts to ensure that it will provide information about teaching and learning that can be used to enhance and assure the quality of education here at the University of Toronto.

### *Grades and Criteria*

Grading is based on actual performance, not on anticipated or potential capacity to perform.

"A" signifies truly outstanding work, with ample evidence of creative and original thinking. The work is well organized, well written and well presented. The capacities are evident both to appropriately critique extensive and recent literature and to analyze and synthesize material. The relevance to social work practice and social welfare is well established.

“B” signifies good work, which shows clear evidence of having a sound grasp of the subject matter along with evidence of critical capacity and analytic ability at a demanding graduate level. The understanding of relevant issues under examination is adequate. There is evidence of a proper search of the literature and expected familiarity with its content and perspectives.

“FZ” denotes inadequate performance considering the expectations of a graduate program. There may be a combination of superficial and/or confused understanding of the subject matter, weakly focused content, failure to direct attention to the assigned topic, and limited use of critical and analytic skills. The literature selected may be out of date for the purpose, too limited in scope, or not clearly relevant.

**Credit (CR)** is given if you meet expectations. This designation is used for SWK 4701 Social Work Practicum I and SWK4702 Social Work Practicum II and for the Elements of Social Work Practice Laboratory SWK4105H.

**No Credit (NCR)** is given if you fail to meet expectations. A NCR is the equivalent of an FZ grade and is subject to the same regulations concerning “supplemental” and “repeat”.

**NOTE:** Secondary distinctions are made within the grades of “A” and “B” by using “+” and “-” signify that the work is high or low within that letter grade.

The University Grading Practices Policy is available at:  
<http://www.sgs.utoronto.ca/Documents/universitygpp.pdf>

It defines the grade scale as follows:

Letter Grade Scale	Scale of Marks
A+	90 - 100%
A	85 - 89%
A-	80 - 84%
B+	77 - 79%
B	73 - 76%
B-	70 - 72%
FZ*	0-69%

\*FZ = Fail

Written assignments will be graded on their clarity, comprehensiveness, originality, appropriate use of reference materials and technical adequacy. Papers are expected to be of sufficient quality as to represent your growing professionalism and competence. All written work must be typewritten and in APA reference format.

### Academic Dishonesty & Plagiarism

Students in graduate studies are expected to commit to the highest standards of integrity, and to understand the importance of protecting and acknowledging intellectual property. It is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately,

thereby avoiding plagiarism. Common examples of problematic academic practices that lead to consequences for plagiarism include:

- Copying and pasting from a source and providing a citation but forgetting to put quotation marks around the content;
- Using material from a source and making changes in specific words or sentence structure but not citing the original source.
- Using ideas from a source without citing the original source.

Graduate students are understood to be capable of expressing ideas that are original and distinct from those of the sources to which they refer. The consequences for academic dishonesty are very high at the graduate level; suspected plagiarism is immediately reported to the Associate Dean's Office and referred to the School of Graduate Studies. Please take the time to review your work carefully to avoid these consequences.

Two excellent documents: *How Not to Plagiarize* <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize> and the *Code on Behavior and Academic Matters* is available for you to review on the FIFSW web site or at <http://www.sgs.utoronto.ca/calendar/Pages/Policies-and-Guidelines.aspx>

### Turnitin

Turnitin is integrated in Quercus through the Submit Assignment or Re-Submit Assignment button.

A student guide is available: <https://q.utoronto.ca/courses/46670/pages/student-turnitin#submit>

Students can upload their papers through Quercus as many times as they like to review their work before submitting a final version to the instructor. For each paper submitted, an initial Similarity Report is generated by Turnitin within 5-10 minutes. Similarity Reports for the second or subsequent submissions will take up to 24 hours to generate. It has, on occasion, taken over 72 hours for a Turnitin Similarity Report to generate and be sent to students. Please keep this in mind should you wish to review a report before submitting for grading.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

### Late Assignments

An assignment handed in 1-7 days late will receive a one grade point deduction. For example, an "A" assignment would be reduced to "A-" if handed in 1-7 days late without completing the appropriate coursework extension steps (See Coursework Extensions below).

The University's Assessment and Grading Practices Policy sets out that instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control.

Students should make every effort to discuss anticipated late assignments with instructors **IN ADVANCE** of due dates. If you are registered with the Accessibility Office, please ask your advisor to contact the instructor and note the accommodation that is required.

### Coursework Extensions

Students may require extensions for coursework assignments on a case by case basis. Extensions should be requested **IN ADVANCE** of the due date with usual extension maximum of one week.

Students must follow the coursework extension request procedures as outlined on the FIFSW website: <https://socialwork.utoronto.ca/current-students/policies-orientation/>.

The steps required to request a coursework extension depend on whether a student is registered with Accessibility Services. **Please note that late assignment penalties will apply to assignments that are handed in late without having received coursework extension approval.**

### Absence Due to Illness

Please notify your instructor if illness will interfere with your class attendance.

If illness is likely to interfere with your meeting a due date for an assignment or other requirements, you should have your physician or health care provider complete a Verification of Student Illness or Injury Form <http://www.illnessverification.utoronto.ca/index.php> at the time of your illness and submit it to the instructor. You must inform the instructor of the illness **on or before** the assignment deadline.

### Accommodations for Students with Disabilities or Medical conditions

If you need or desire an accommodation for a disability or medical condition, please inform the instructor/s so we are able to modify the way the course is taught to facilitate participation and/or use resources available to us, such as Services for Students with Disabilities and Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential. We strongly encourage you to register immediately with Accessibility Services <http://www.accessibility.utoronto.ca>.

This information will be held in confidence and communicated to instructors with your consent, as needed.

### Religious Observances

Please notify the instructor if religious observances conflict with due dates for assignments so we can make appropriate arrangements for alternate scheduling of evaluations or make up of missed work.



- (1) **explain** the concepts of the therapeutic frame<sup>1</sup> and clinical boundaries<sup>2</sup> and propose how this translates to your chosen cyber medium (i.e. how does it apply? What might it look like?);
- (2) **describe** how the frame and boundaries will be directly and indirectly discussed/considered throughout the cyber service (it can rarely all be done upfront),
- (3) **reflect** on what aspect of creating/maintaining boundaries might be personally challenging **for you** in the context of the selected cybercounselling mediums,
- (4) **provide** a couple of examples of how transference and countertransference issues might appear in the cybercounselling relationship, and
- (5) **comment** on how the elements of the relationship might differ in a cyber medium compared to face-to-face.

### **Group Session Design**

**20%**

**DUE: June 10, 2021 at 5:55pm EST**

Focus: Online engagement and learning tools for mental hygiene and symptoms of illness

Topic: Supporting wellness during the height of the COVID-19 pandemic

Format: A presentation consisting of 8-15 slides (via AhaSlides - Free Version)

Directions: Identify ONE clinical topic that would be relevant to a client population in the context of the pandemic. Examples include: *shared/collective trauma, racial trauma, racialized anxiety, ecological anxiety, extreme isolation, prolonged uncertainty, compassion fatigue, substance ab/use, compulsivity with social media, fear of death, grief and loss due to death, anticipatory grief/loss with regard to employment, helplessness, and denial/resistance to facts on the backdrop of a global crisis.*

Create a short presentation that includes psychoeducation, group discussion questions, and highlights the use of online engagement and learning tools (e.g. polls, quizzes, embedded videos, matching activities, and more). This slide deck should represent roughly one 60-minute session (8-15 slides) that you could facilitate as an online group therapy session.

Presentation: In week 7, you will be put into breakout groups of 4 and each student will present their slides to their group. Each person has 20 minutes total. The presentation should include a) a description and relevance of the topic; b) walking your peers through the slides and activities; and c) engaging your peers in one of the interactive activities in your group design (survey, polls, etc.)

Evaluation: While each person presents, their peers will complete an evaluation sheet given to them at the beginning of class. These peer evaluations will be submitted confidentially to the instructor. The presenter will then submit one Word document with a link to their presentation with login details for their AhaSlides account so the instructor can review it separately.

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<sup>1</sup> Gray, A. (1994). Chapter 1: The Frame. In *An introduction to the therapeutic frame* (pp. 4-20). London: Routledge.

<sup>2</sup> The Concept of Boundaries in Clinical Practice: Theoretical and Risk-Management Dimension <https://kspope.com/ethics/boundaries.php>



## Smartphone App Review

20%

DUE: June 24, 2021 at 5:55pm EST

Focus: Experiential Review of a mental health smartphone app

Format: A video-recorded 6-minute presentation: you can use Zoom, YouTube, Canva, Tik Tok, or a combination of them.

Directions: By week 2 of the course, please select a free mental health smartphone app and begin using it for at least 5 weeks consistently. It's your task to look up highly-rated apps<sup>3</sup> before choosing one but start this experiential exercise early and anticipate needing to switch apps along the way (some are truly unbearable!). Most commonly apps will focus on either a problem (anxiety, depression, mood dysregulation, PTSD, substance use, BDD) or a skill (DBT, CBT, mindfulness, ACT). You can select a mobile app that is problem-focused or skill-based. Once you've used the app for 5 weeks, you will record a review (the modern "oral presentation") for the app and speaks to (1) how it works and exactly what users can expect (2) how helpful you personally found the app<sup>4</sup> (3) what could be modified to both enhance user experience and provide more nuanced support to users. Be sure to comment on whether you think this app can substitute or only supplement face-to-face treatment and support. In addition, you will be required to submit a screenshot or log that shows that you used the app for the required duration. You are strongly encouraged to watch app reviews online before attempting your own – it should be demonstrative, engaging, relevant, and succinct.

Presentation: In week 9, you will have 6 minutes to present to the entire class.

Evaluation: Your instructor will be the sole evaluator.

## COURSE CONTENT

The following outline includes a description of weekly topics to be covered and the **recommended readings and audio podcasts** for each week. Discussion of the overall outline will take place in the first class.

**Week 1**      *Thursday April 29, 2021*

**Topics:** Introduction, virtual experiences, the explosion of meme-therapy, and what works in therapy

### Readings & Podcasts

Baier, A. L. (2018). The ethical implications of social media: Issues and recommendations for clinical practice. *Ethics & Behavior, 29*(5), 341-351.

Knox, S., Connelly, J., Rochlen, A. B., Clinton, M., Butler, M., & Lineback, S. (2020). How therapists navigate facebook with clients. *Training and Education in Professional Psychology, 14*(4), 265-276. doi:10.1037/tep0000267

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<sup>3</sup> Marshall et al (2020) - "Apps with Maps" article provides suggestions as well.

<sup>4</sup> Note: some self-disclosure is required in this exercise but you can decide to what degree you want to share.

Pagnotta, J., Blumberg, F. C., Ponterotto, J. G., & Alvord, M. K. (2018). Adolescents' perceptions of their therapists' social media competency and the therapeutic alliance. *Professional Psychology: Research and Practice*, 49(5-6), 336-344. doi:10.1037/pro0000219

T. (2019, October 18). TU106: What Actually Heals in Therapy with Psychoanalyst Nancy McWilliams. [Audio podcast]. Retrieved from <https://therapistuncensored.com/episodes/what-actually-heals-in-therapy-with-psychoanalyst-nancy-mcwilliams/>

**Week 2** Thursday May 6, 2021

**Topics:** The frame, clinical boundaries, transference, countertransference

**Readings & Podcasts**

Gutheil, T., & Gabbard, G. (1993). The concept of boundaries in clinical practice: Theoretical and risk- management dimensions. *American Journal of Psychiatry*, 150(2), 188-196. Retr <https://kspope.com/ethics/boundaries.php#copy>

Gray, A. (1994). Chapter 1: The Frame. In *An introduction to the therapeutic frame* (pp. 4-20). London

Lemma, A. (2017). Chapter 5: Digital Transference and the Therapist's Anonymity. In *The digital age on the couch: Psychoanalytic practice and new media* (pp. 114-133). London: Routledge.

**Week 3** Thursday May 13, 2021

**Topics:** Informed consent, therapy and social media, cyber-therapies: text, email, video, phone

**Due: Therapist online profile 10%**

**In-class exercises:** informed consent conversations, mini simulations

**Readings & Podcasts**

A Study of Asynchronous Mobile-Enabled SMS Text Psychotherapy | Telemedicine and e-Health. (2017). Telemedicine and E-Health. <https://www.liebertpub.com/doi/abs/10.1089/tmj.2016.0114>

Bradford, J.H. (Therapy for Black Girls). (2020 April 8). *Session 150: All About Virtual Therapy - Interview with Melissa Douglas, LCSW* [Audio podcast]. Retrieved from <https://therapyforblackgirls.com/podcast/>

Counselling Tutor. (2021, March 27). *185 – Choosing Online Therapy Platforms for Therapists*. [Google Podcasts](https://podcasts.google.com/feed/aHR0cDovL3d3dy5jb3Vuc2VsbGluZ3R1dG9yLmNvbS9mZWVklW/episode/aHR0cHM6Ly9jb3Vuc2VsbGluZ3R1dG9yLmNvbS8_cD02NjQzNg?ep=14).  
[https://podcasts.google.com/feed/aHR0cDovL3d3dy5jb3Vuc2VsbGluZ3R1dG9yLmNvbS9mZWVklW/episode/aHR0cHM6Ly9jb3Vuc2VsbGluZ3R1dG9yLmNvbS8\\_cD02NjQzNg?ep=14](https://podcasts.google.com/feed/aHR0cDovL3d3dy5jb3Vuc2VsbGluZ3R1dG9yLmNvbS9mZWVklW/episode/aHR0cHM6Ly9jb3Vuc2VsbGluZ3R1dG9yLmNvbS8_cD02NjQzNg?ep=14)

Hoogendoorn, M., Berger, T., Schulz, A., Stolz, T., & Szolovits, P. (2017). Predicting Social Anxiety Treatment Outcome Based on Therapeutic Email Conversations. *IEEE Journal of Biomedical and Health Informatics*, 21(5), 1449–1459.

Palus, S. (2018, May 7). What Is Text Therapy, and Does It Work? Retrieved from <https://www.nytimes.com/wirecutter/blog/text-therapy/>

Private Practice Skills. (2020). Informed Consent for Online Therapy - What you Need to Know [YouTube Video]. Retrieved from <https://www.youtube.com/watch?v=JFR9huDINjU>

Salleh, A., Hamzah, R., Nordin, N., Ghavifekr, S., & Joorabchi, T. (2015). Online counseling using email: a qualitative study. *Asia Pacific Education Review*, 16(4), 549-563. doi: 10.1007/s12564-015-9393-6

The AAMFT Podcast. (2019, April 5). *Episode 5: Online Therapy*. [Google Podcasts](https://podcasts.google.com/feed/aHR0cHM6Ly9tZWRpYS5yc3MuY29tL2FhbWZ0L2ZlZWQueG1s/episode/aHR0cHM6Ly9wb2RjYXN0LnJzcy5jb20vYWVtZnQvP25hbWU9MjAxOS0wNC0wNV9wb2RjYXN0X2VwaXNvZGVfNS5tcDM?ep=14).  
<https://podcasts.google.com/feed/aHR0cHM6Ly9tZWRpYS5yc3MuY29tL2FhbWZ0L2ZlZWQueG1s/episode/aHR0cHM6Ly9wb2RjYXN0LnJzcy5jb20vYWVtZnQvP25hbWU9MjAxOS0wNC0wNV9wb2RjYXN0X2VwaXNvZGVfNS5tcDM?ep=14>

Zur, O. (2019, February 12). I Love These Emails, or Do I? The Use of Emails in Psychotherapy and Counseling, by Ofer Zur, Ph.D. Retrieved August 05, 2020, from <https://www.zurinstitute.com/e-mail-in-therapy/>

**Week 4**      *Thursday May 20, 2021*

**Topics:** Adapting to the COVID-19 pandemic, shared trauma, grief/loss, lessons learned

**In-class exercises:** Watch episode of Couples Therapy (via Crave) with discussion

#### **Readings & Podcasts**

Art. (2020, May 21). *White Coat, Black Art on CBC Radio - How virtual therapy is helping people cope with pandemic's emotional strains*. [Google Podcasts](https://podcasts.google.com/feed/aHR0cHM6Ly93d3cuY2JlLmNhL3BvZGNhc3RpbmcvaW5jbHVkZXMvd2hpdGVjb2F0LnhtbA/episode/d2hpdGVjb2F0LWQzMjI1MTgwLTC2ZGQzNDQzYS04MjQ3LWI1OWlyNjIjM2FIZQ?ep=14).  
<https://podcasts.google.com/feed/aHR0cHM6Ly93d3cuY2JlLmNhL3BvZGNhc3RpbmcvaW5jbHVkZXMvd2hpdGVjb2F0LnhtbA/episode/d2hpdGVjb2F0LWQzMjI1MTgwLTC2ZGQzNDQzYS04MjQ3LWI1OWlyNjIjM2FIZQ?ep=14>

CBS This Morning. (2021, April 14). *Esther Perel on work, relationships and grieving during the pandemic*. [Google Podcasts](https://podcasts.google.com/feed/aHR0cHM6Ly9yc3MuYXJ0MTkuY29tL2Nicy10aGlzLW1).  
<https://podcasts.google.com/feed/aHR0cHM6Ly9yc3MuYXJ0MTkuY29tL2Nicy10aGlzLW1>

[vcm5pbmc/episode/Z2lkOi8vYXJ0MTktZXBpc29kZS1sb2NhdG9yL1YwL0Jsc3RfRWNJcHZ2Z09iTENVWUtsQzFBUXdDSIJ3VkVZa3RtZEZUUKFCNFU?ep=14](https://vcm5pbmc/episode/Z2lkOi8vYXJ0MTktZXBpc29kZS1sb2NhdG9yL1YwL0Jsc3RfRWNJcHZ2Z09iTENVWUtsQzFBUXdDSIJ3VkVZa3RtZEZUUKFCNFU?ep=14)

Burgoyne, N., & Cohn, A. S. (2020). Lessons from the Transition to Relational Teletherapy During COVID-19. *Family Process*. doi:10.1111/famp.12589

Leite, H., Hodgkinson, I. R., & Gruber, T. (2020). New development: 'Healing at a distance' —telemedicine and COVID-19. *Public Money & Management*, 40(6), 483-485. doi:10.1080/09540962.2020.1748855

Mcbeath, A. G., Plock, S., & Bager-Charleson, S. (2020). The challenges and experiences of psychotherapists working remotely during the coronavirus pandemic. *Counselling and Psychotherapy Research*, 20(3), 394-405. doi:10.1002/capr.12326

Singer, J. B. (Producer). (2020, May 9). #126 - Shared Trauma in the COVID19 Pandemic: Interview with Carol Tosone, Ph.D. [Audio Podcast]. *Social Work Podcast*. Retrieved from <http://www.socialworkpodcast.com/2020/05/covid19.html>

**Week 5**      *Thursday May 27, 2021*

**Topics:** Adapting to the COVID-19 pandemic, shared trauma, grief/loss, lessons learned + Guest Lecture

**Due: Group design project due 20%**

**In-class exercises:** Peer-evaluated presentations using AhaSlides  
+

Guest Speaker: "I can't fix it: Grief counselling and psychoeducation by phone" – Maxxine Rattner, MSW, PhD (Cand)

### **Readings & Podcasts**

Mcbride, H. L., Joseph, A. J., Schmitt, P. G., & Holtz, B. M. (2020). Clinical recommendations for psychotherapists working during the coronavirus (COVID-19) pandemic through the lens of AEDP (Accelerated Experiential Dynamic Psychotherapy). *Counselling Psychology Quarterly*, 1-21. doi:10.1080/09515070.2020.1771283

Stroebe, M., Schut, H., & Boerner, K. (2017). Cautioning Health-Care Professionals: Bereaved Persons Are Misguided Through the Stages of Grief. *OMEGA - Journal of Death and Dying*, 74(4), 455-473. doi:10.1177/0030222817691870

The Therapeutic Teacher Podcast with Shahana Knight. (2021, February 25). *Episode 18 - What lockdown has taught us about trauma*. [Google Podcasts](https://podcasts.google.com/feed/aHR0cHM6Ly9mZWVklmBvZGJlYW4uY29tL3NoYWVhbWFrblnaHQvZmVlZC54bWw/episode/c2hhaGFuYWtuaWdodC5wb2RiZWVlLnNvbS80MTI0Y2YyNS0yYjFmLTM0MmEtOTZhNi0wNWRiOVMxNzAyZDE?ep=14).  
<https://podcasts.google.com/feed/aHR0cHM6Ly9mZWVklmBvZGJlYW4uY29tL3NoYWVhbWFrblnaHQvZmVlZC54bWw/episode/c2hhaGFuYWtuaWdodC5wb2RiZWVlLnNvbS80MTI0Y2YyNS0yYjFmLTM0MmEtOTZhNi0wNWRiOVMxNzAyZDE?ep=14>

Therapy Show. (2020, April 27). #31 Coping with Grief and Loss During the Covid-19 Pandemic. Dr. Judith McCoyd Interview. [Google Podcasts.](https://podcasts.google.com/feed/aHR0cHM6Ly90aGVyYXB5c2hvdvdy5saWJzeW4uY29tL3Jzcw/episode/MDhkOGM4ZWUtNzU5OC00YjQyLTgyZTYtMjE5YzRhNmY3MWE5?ep=14)  
<https://podcasts.google.com/feed/aHR0cHM6Ly90aGVyYXB5c2hvdvdy5saWJzeW4uY29tL3Jzcw/episode/MDhkOGM4ZWUtNzU5OC00YjQyLTgyZTYtMjE5YzRhNmY3MWE5?ep=14>

**Week 6** Thursday June 3, 2021

**Topics:** Practical skills: Virtual group interventions, cognitive-behavioural therapy thought records

**In-class exercises:** CBT thought records and narrative group processing

### Readings & Podcasts

Cognitive Behavioural Therapy - CBT. (2020, July 6). *3 Things to Consider Before Online CBT.* [Google Podcasts.](https://podcasts.google.com/feed/aHR0cHM6Ly9hbmNob3luZm0vcy8xMmWY5NWExOC9wb2RjYXN0L3Jzcw/episode/ZGZhNTBlZmUtMzliNy00OGVhLTgyZGYtOTNIN2YxOGRjMGNI?ep=14)  
<https://podcasts.google.com/feed/aHR0cHM6Ly9hbmNob3luZm0vcy8xMmWY5NWExOC9wb2RjYXN0L3Jzcw/episode/ZGZhNTBlZmUtMzliNy00OGVhLTgyZGYtOTNIN2YxOGRjMGNI?ep=14>

Lemma, A., & Fonagy, P. (2013). Feasibility study of a psychodynamic online group intervention for depression. *Psychoanalytic Psychology, 30*(3), 367-380. doi: 10.1037/a0033239

Lindegard, T., Seaton, F., Halaj, A., Berg, M., Kashoush, F., Barchini, R., Andersson, G. (2020). Internet-based cognitive behavioural therapy for depression and anxiety among Arabic-speaking individuals in Sweden: A pilot randomized controlled trial. *Cognitive Behaviour Therapy, 1-20*. doi:10.1080/16506073.2020.1771414

Mallen, M., Vogel, D., & Rochlen, A. (2005). The Practical Aspects of Online Counseling. *The Counseling Psychologist, 33*(6), 776-818. doi: 10.1177/0011000005278625

**Week 7** Thursday June 10, 2021

**Topics:** Practical skills: Virtual group interventions, ethical considerations, cognitive-behavioural therapy behavioural activation

**Due: Term paper 30%**

**In-class exercises:** CBT behavioural activation and narrative group processing

### Readings & Podcasts

Bhattacharya, A. (2019). Designing to Support Teen Mental Health Using Asynchronous Online Groups. *Proceedings of the Interaction Design and Children on ZZZ - IDC '19*. doi:10.1145/3311927.3325352

Hertlein, K., Blumer, M., & Mihaloliakos, J. (2014). Marriage and Family Counselors' Perceived Ethical Issues Related to Online Therapy. *The Family Journal*, 23(1), 5-12. doi: 10.1177/1066480714547184

Kotsopoulou, A., Melis, A., Koutsompou, V., & Karasarlidou, C. (2015). E-therapy: The Ethics Behind the Process. *Procedia Computer Science*, 65, 492-499. doi: 10.1016/j.procs.2015.09.120

Ogden, P., & Goldstein, B. (2017). Sensorimotor Psychotherapy from a Distance: Engaging the Body, Creating Presence, and Building Relationship in Videoconferencing. In H. Weinberg & A. Rolnick, *Theory and Practice of Online Therapy* (pp. 47-65). New York City: Routledge. FULL CHAPTER: <http://www.drbonniegoldstein.com/wp-content/uploads/2019/10/Sensorimotor-Psychotherapy-From-a-Distance.pdf>

Soucy, J. N., Hadjistavropoulos, H. D., Couture, C. A., Owens, V. A. M., Dear, B. F., & Titov, N. (2018). Content of client emails in internet-delivered cognitive behaviour therapy: A comparison between two trials and relationship to client outcome. *Internet Interventions*, 11, 53–59.

**Week 8**      Thursday June 17 2021

**Topics:** Elements of the cyber relationship

**In-class exercises:** Simulation - Interviewing clients who use smart phone apps  
+

Guest Speaker: "Starting new therapeutic and collegial relationships virtually: experiences from the public sector and private practice" – Derek Cassidy, BSW, MSW

### **Readings & Podcasts**

Cipolletta, S., Frassoni, E., & Faccio, E. (2017). Construing a therapeutic relationship online: An analysis of videoconference sessions. *Clinical Psychologist*, 22(2), 220-229. doi: 10.1111/cp.12117

Gabbard, G. (2001). Cyberpassion: E-Rotic Transference on the Internet. *The Psychoanalytic Quarterly*, 70(4), 719-737. doi: 10.1002/j.2167-4086.2001.tb00618.x

Roesler, C. (2017). Tele-analysis: the use of media technology in psychotherapy and its impact on the therapeutic relationship. *Journal Of Analytical Psychology*, 62(3), 372-394. doi: 10.1111/1468-5922.12317

Zainudin, Z., & Yusop, Y. (2018). Client's Satisfaction in Face-To-Face Counselling and Cyber Counseling Approaches: A Comparison. *International Journal Of Academic Research In Business And Social Sciences*, 8(3). doi: 10.6007/ijarbss/v8-i3/3992

**Week 9**      Thursday June 24, 2021

**Topics:** Smart phone mental health apps

**Due:** App review assignment 20%

**Readings & Podcasts**

Crosby, L., & Bonnington, O. (2020). Experiences and implications of smartphone apps for depression and anxiety. *Sociology of Health & Illness*, 42(4), 925-942. doi:10.1111/1467-9566.13076

Disruptors. (2020, October 13). *Apps, Anxiety, and Adolescence: Youth Mental Health in the Age of Covid*. [Google Podcasts](https://podcasts.google.com/feed/aHR0cHM6Ly9mZWVkc5zaW1wbGVjYXN0LmNvbS9hV2xYX2RkZw/episode/MzhjM2U4YWYtNTU5My00N2Y1LWEyN2EtZjA1MGU1ZjMzMWY3?ep=14).  
<https://podcasts.google.com/feed/aHR0cHM6Ly9mZWVkc5zaW1wbGVjYXN0LmNvbS9hV2xYX2RkZw/episode/MzhjM2U4YWYtNTU5My00N2Y1LWEyN2EtZjA1MGU1ZjMzMWY3?ep=14>

Ha, S. W., & Kim, J. (2020). Designing a Scalable, Accessible, and Effective Mobile App Based Solution for Common Mental Health Problems. *International Journal of Human-Computer Interaction*, 36(14), 1354-1367.

Inside Mental Health: A Psych Central Podcast. (2021, April 8). *Are Mental Health Apps Safe?* [Google Podcasts](https://podcasts.google.com/feed/aHR0cHM6Ly9wc3ljaGNlbnRyYWwubGlic3luLmNvbS9yc3M/episode/Y2U1MjMwNDQ0OTZlYi0xMwVlLWI2MjctYWY5NTI4M2RhYzlh?ep=14).  
<https://podcasts.google.com/feed/aHR0cHM6Ly9wc3ljaGNlbnRyYWwubGlic3luLmNvbS9yc3M/episode/Y2U1MjMwNDQ0OTZlYi0xMwVlLWI2MjctYWY5NTI4M2RhYzlh?ep=14>

Marshall, J. M., Dunstan, D. A., & Bartik, W. (2020). Apps With Maps—Anxiety and Depression Mobile Apps With Evidence-Based Frameworks: Systematic Search of Major App Stores. *JMIR Mental Health*, 7(6). doi:10.2196/16525

Sander, L. B., Schorndanner, J., Terhorst, Y., Spanhel, K., Pryss, R., Baumeister, H., & Messner, E. (2020). 'Help for trauma from the app stores?' A systematic review and standardised rating of apps for Post-Traumatic Stress Disorder (PTSD). *European Journal of Psychotraumatology*, 11(1), 1701788.