



Department of Psychology

Psychology 433 (L01) - Introduction to Clinical Psychology

Fall Session 2007

Instructor:	Dr. Candace Konnert	Lecture Location:	SH 157
Telephone:	220-4976	Lecture Days/time	Mon, Wed, Fri 10:00-10:50 AM
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Office Hours:	By appt.		
TA for Lab 01:	Michaela Zverina	Lab (01)Location:	A 253
Telephone:	220-5213	Lab (01) Day/time	Wed. 6:00-7:50 PM
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Office:	251A		
Office Hours:	By appt.		
TA for Lab 02:	Jeany Keates	Lab (02)Location:	A253
Telephone:	220-4955	Lab (02) Day/time	Thurs. 8:00-9:50 AM
E-mail:	jkeates@ucalgary.ca		
Office:	Admin. 215		
Office Hours:	By appt.		

Course Description:

This course will serve as an introduction to the field of clinical psychology. Students will learn about the professional aspects of the field, including training models, codes of conduct and regulatory aspects of the profession. The typical functions of clinical psychologists will be covered, including psychological assessment and therapy. A number of theoretically distinct approaches to therapy will be discussed. Towards the end of the term we will discuss recent extensions of clinical psychology into new domains of practice and some of the issues that arise from such changes. The laboratory will provide exposure to practical applications of clinical psychology through demonstrations, video tapes, and role plays.

Required Text: Hunsley, J., & Lee, C. M. (2006). *Introduction to Clinical Psychology: An evidence based approach*. Mississauga, ON: John Wiley & sons. Available at the University Bookstore.

For the last week of class, students are required to read the following:

Romanow, R. J., & Marchildon, G. P. (2003). Psychological services and the future of health care in Canada. *Canadian Psychology*, 44(4), 283-295.

Suls, J., & Rothman, A. (2004). Evolution of the biopsychosocial model: Prospects and challenges for health psychology. *Health Psychology*, 23(2), 119-125.

Viljoen, J. L., Roesch, R., Ogloff, J. P., & Zapf, P. A. (2003). The role of Canadian psychologists in conducting fitness and criminal responsibility evaluations. *Canadian Psychology*, 44(4), 369-381.

These articles are available online through the University of Calgary library.

Course Requirements:

Students are expected to attend class and labs regularly, to do assigned reading and to participate in classroom and lab activities. There will be two examinations in the course. Both exams will include materials from assigned readings, lectures, video presentations, and the lab. The exams will include multiple-choice items and essay questions. Each exam will cover approximately one half of the course material. Please note that the lecture will contain material that is not covered in the text. Thus, attendance is important for success in the course. The laboratory component of the course will have its own requirements and grading. Students having difficulties should approach the course instructor or teaching assistant as soon as possible.

Overall Evaluation:

Midterm	35%
Final exam (date TBA)	35%
<u>Lab components</u>	<u>30%</u>
Total	100%

Lab Requirements:

Students are required to attend labs weekly. Attendance and participation will be evaluated. Materials presented in the labs about psychological assessment and therapy will appear in the course examinations. Three thought papers are due throughout the term. Thought papers are not to exceed 2 pages in length (typed, double spaced, 12-point font) and do not require references. The papers should go beyond summarizing information presented in the textbook, labs or lectures. Your papers should reflect your own thoughts on the relevance and application of the topics discussed in labs to the practice of clinical psychology. You may wish to take the perspective of a client, psychologist, student, or instructor in your writing. Marks are primarily given based on evidence that you have thought about the implications of the topic (hence the name). No more than 3 thought papers may be turned in. Finally, students will be required to do a 15-minute individual presentation on a topic presented in the lab. Grades will be assigned by the TA, based on the quality of students' presentations. **Please note that the class presentation is a required component of the lab and students who do not complete the presentation will receive a mark of 0 for that component of the lab.**

Note that thought papers should be submitted to the lab instructor during the lab time (see lab schedule for due dates). E-mailed assignments **will not** be accepted. Late assignments will be

accepted and should be put in the green box outside of A275, however, the penalty will be 10% per day, including weekends.

Lab evaluation:

3 thought papers (5% each)	15%
Presentation	10%
<u>Attendance/participation</u>	<u>5%</u>
Total	30%

Please see the separate lab outline for further details about the laboratory component of the course.

Grading Scheme:

The final grading system used in this course will be no more stringent than the following:

A+	96-100%	B+	83-85%	C+	72-75%	D+	59-62%
A	90-95%	B	79-82%	C	67-71%	D	55-58%
A-	86-89%	B-	76-78%	C-	63-66%	F	<55

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentages will be rounded up or down to the nearest whole percentage (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.).

Approximate Class Schedule:

Week of:	Topic:	Chapters:
Sept. 10	Introduction & Overview of the Field – Historical Aspects, Training Models, Codes of Ethics, and Professional Regulation	1,2
Sept. 17	Classification & Diagnosis	3
Sept. 24	Research Methods and Assessment Overview	4, 5
Oct. 1	Assessment Overview, Interviewing & Observation	5, 6
Oct. 8	Thanksgiving – no classes	
Oct. 10	Intellectual & Cognitive Assessment	7
Oct. 15	Self-Report & Projective Assessment	8
Oct. 22	Integration & Case Formulation	9
Oct. 26	Midterm Exam – Chapters 1-9	
Oct. 29	Prevention and Intervention Overview	10
Nov. 5	Intervention Overview	11
Nov. 12	Remembrance Day – no classes	
Nov. 14	Intervention – Adults and Couples	12
Nov. 19	Intervention – Children and Adolescents	13
Nov. 26	Intervention – Key Elements of Change	14
Dec. 3	Special Topics	15 & Readings
	Final Exam (Date TBA) – Chapters 10-15 and Readings	

Approximate Laboratory Schedule

Week of:	Topic:
Sept. 12,13	No lab this week
Sept. 19,20	Introduction to laboratory Ethical considerations and diversity issues in clinical practice
Sept. 26,27	Interviewing skills <i>**Choose presentation topics and dates in class</i>
Oct. 3,4	Diagnostic interviewing and assessment applications <i>**First thought paper must be handed in by today</i>
Oct. 10,11	Cognitive assessment
Oct. 17,18	Behavioral assessment
Oct. 24,25	No labs this week – prepare for midterm exam
Oct. 31/Nov.1	Demonstration of therapeutic techniques
Nov. 7,8	Demonstration of therapeutic techniques – continued <i>**Second thought paper must be handed in by today</i>
Nov. 14,15	Family therapy approaches/Class presentations
Nov. 21,22	Class Presentations
Nov. 28,29	Class Presentations <i>**Third thought paper must be handed in by today</i>
Dec. 5,6	Class presentations

University of Calgary Curriculum Objectives:

1) This course addresses the following core competencies:

- Critical and creative thinking**
- Analysis of problems**
- Effective written and verbal communication**
- Gathering and organizing information**
- Insight and intuition in generating knowledge**
- Interpretive and assessment skills**

With the following course characteristics:

Students are encouraged to think critically about the course material and the research literature in clinical psychology for their own individual thought papers, lab presentations, and exams. Depth and creativity of thought, integration of issues, insight, and critical thinking are some of the criteria for success.

Students will be exposed to case studies in clinical psychology which will require them to integrate information from a variety of sources (e.g., client self-report, archival data, test data, reports from significant others) and provide diagnostic impressions and treatment recommendations. This requires students to acquire problem-solving skills in the context of clinical work.

Thought papers, presentations, and exams will emphasize clarity of content and organization.

Students are expected to access the major journals in clinical psychology and to master the APA style of referencing.

Students will be encouraged to think about various interpretations of the assessment and treatment data that are presented in the course material, and the implications for the everyday lives of individuals with mental health problems.

2) This course addresses the following curriculum redesign features:

A defined interdisciplinary component

An experiential learning component relevant to the program objectives

Integration of research

With the following course characteristics:

This course focuses on the biological, social, and psychological determinants of mental health problems and their treatments, thus is multidisciplinary in nature. Diversity issues will also be considered throughout the course (e.g., culture, gender, age, etc.)

Students will be exposed to video presentations of individuals who are experiencing mental health problems and receiving treatment. Guest speakers will be invited to discuss various topics including: the experiential aspects of mental illness, treatment alternatives, advocacy and policy issues, and challenges to meeting the needs of those with mental health problems.

Class lectures and discussions will focus on methodological and conceptual issues in research studies. Students will also be expected to review the research literature for their lab presentations.

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the appraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on an assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar, which present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Absence from a Test:

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the professor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a make-up exam is written within two (2) weeks of the missed exam.

A completed Physician/ Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement

Course Credits for Research Participation

Students in most psychology courses are eligible to participate in Departmentally-approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to an individual's final grade. Students can create an account and access the Research Participation System website at <http://ucalgary.sona-systems.com>. The last day to participate in research is December 6, 2007.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in the Administration building, room 170 or may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep: Phone: 220-3913 socialscirep@su.ucalgary.ca

The last day to drop this course and **still receive a fee refund** is September 21, 2007. The last day to withdraw from this course is December 7, 2007.