



Course number PSYC 680		Child Psychotherapy		Winter 2021	
Instructor:	Melanie Noel, PhD, RPsych	Lecture Location:	Zoom/online		
Phone:	403-477-1162	Lecture Days/Time:	Wed 9:00-11:45		
Email:	melanie.noel@ucalgary.ca	Lab Days/Time:	Mon 2:00-4:45		
Office:	AD260	TAs	Brooke Russell Maria Pavlova		
Office Hours:	As needed	TAs email	kbrussel@ucalgary.ca maria.v.pavlova@google.com maria.v.pavlova@google.com		

Course Description and Objectives

This course is designed to help you acquire beginning knowledge and skills relevant to theory, research, and practice in child psychotherapy. The focus will be on evidence-based treatments for a range of disorders and conditions in child clinical (mental health) and pediatric (coping in the context of illness or injury) psychology. Within a dynamic learning context, students will learn to think critically about intervention for a variety of conditions and disorders during early developmental periods spanning infancy, childhood, and adolescence. Unique to childhood, the critical role of parents in treatment as well as the complexities inherent in family-oriented treatment will be emphasized. Through didactic teaching from scientists and practitioners, interactive and discussion-based learning, as well as hands-on practice of skills with children, you will leave this course with enhanced understanding of the practice of child clinical and pediatric psychology. You will also have enhanced skills in case conceptualization, which is critical for effective intervention. Issues pertaining to equity, diversity, and inclusion in child psychotherapy will be addressed and woven throughout the course material.

This course will utilize a teaching technique commonly used in medicine called “problem-based learning” (also known as “case-oriented problem-solving”). This style of learning involves a small group of students deciding for themselves what they need to learn after discussing some trigger material, which in this course will be a series of written cases. After deciding as a group what needs to be learned (referred to in problem-based learning as “learning objectives”), students complete independent readings and research. Following this, they meet again to share, compare, and relate what they have found to the original case. Problem-based learning covers the same material taught using more traditional didactic teaching methods, but helps students acquire a problem-solving skill set that more closely approximates what is needed in actual clinical practice. Through this learning approach, students in this course are expected:

- 1) To learn about basic conceptual issues (e.g., current evidence-based theoretical models for the treatment of children and their families, developmental and cultural considerations) and professional issues (e.g., ethical and legal aspects) in the treatment of childhood disorders
- 2) To learn about different treatment modalities (e.g., behavioural parent training, cognitive-behavioural training, dialectical behavior therapy, mindfulness) used with children and their families
- 3) To develop skills in conceptualizing the treatment of childhood disorders
- 4) To practice and observe the use of specific clinical techniques often used with children and families
- 5) This course will provide training in four of the five content areas that CPA has identified as constituting the core foundation in general psychology necessary for training in clinical psychology
 - a. Biological bases of behaviour (e.g., role of psychological factors in pain perception, psychopharmacology)
 - b. Cognitive-affective bases (e.g., role of cognitive therapy with children, motivational issues as they relate to intervention)
 - c. Social bases of behaviour (e.g., role of diversity factors such as ethnicity, age, disability and demographic variables in intervention)
 - d. Individual behaviour (e.g., role of individual differences and abnormal psychology in intervention)
- 6) The identification of skills leading to the development of core competencies of professional psychologists as identified by *the Mutual Recognition Agreement of the Regulatory Bodies of Professional Psychologists in Canada*.

Steps in the Problem-Based Learning Process:

1. Read case material
2. Clarify unfamiliar terms
3. Define the problem(s). This includes summarizing the issues, problems, and diagnoses from the case
4. Brainstorm possible hypotheses or explanations
5. Define learning objectives that all students will study. One student will volunteer to be the scribe each week; it is the responsibility of the scribe to circulate a copy of the learning objectives to their classmates (with a copy to the instructor) immediately following class. These objectives will include a focus on understanding the presenting problems/*psychopathology*, knowing what type of *assessment* protocol would be appropriate, and developing a *treatment plan*
6. Information gathering and private study
7. Share the results of information gathering and private study
8. Apply information to case and case wrap-up

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format

Lectures will be taught live via Zoom during each scheduled class as per the course schedule below and will be recorded and posted to D2L after class.

A new case will be introduced in the latter portion of class each week. Cases will be selected based on the instructor's expertise and also to provide a representative sampling of common treatment issues across the spectrum of child psychopathology. Steps 1-5 will occur in the later portion of class each week. Step 6 happens on your own time between classes, using the resources provided as well as any other information you need to address the learning objectives. Steps 7-8 will happen in the first hour of each class. After closure is gained on the first case, and all learning objectives have been met, the next week's case will be introduced.

To bolster learning and extend beyond discussion and readings, some classes will include a guest speaker, who will be a clinical psychologist in the community who frequently treats the disorders and conditions covered. The professor will also integrate clinical experience as well as some didactic teaching. Given that you will be reading about material in between classes to answer the learning objectives you and your classmates generate, classes will be interactive and discussion-based. You are expected to contribute to these discussions. Indeed, a significant percentage of your grade (20%) is based on participation in classes and labs.

A small portion of some classes will be reserved for the applied component of the class, which focuses on development of specific clinical skills used with children and their families. You can use this time to prepare for your assignment and ask the professor and TA questions related to this and/or other aspects of the course.

Students will be involved in the delivery of a 6-week CBT group for pediatric chronic pain run via zoom. Prior to this, they will participate in an initial intake session. They will complete a case conceptualization based on this intake as well as a reflection each week based on each treatment session. They will then give a presentation providing a 'big picture' summary of their experience as therapists as well as the experience of the family to which they were assigned. In addition, students will observe sessions of a parent group using an Acceptance and Commitment Therapy approach with parents of youth with chronic pain who have pain themselves.

Prerequisites

Admission to the Graduate Program in Psychology or by permission of the Instructor.

Required Texts and Readings

Readings will be assigned each week as background for each condition/disorder. Students are expected to complete readings assigned by the instructor in order to complete the learning objectives they generate as well as understand the evidence-based treatment of each disorder. Links to electronic

copies of readings will be made available, and electronic copies of all the case materials will also be provided. Hard copies of the readings are also available from the course instructor. Students may either read the original materials in the department or photocopy these to read in another location.

Many of these readings will provide important theoretical and practical information that will be directly relevant to the cases being discussed. Some readings will be made available to build students' clinical knowledge/skills and will not necessarily be discussed in detail during class time. You may also need to find material in other textbooks, do literature searches, use the internet, talk to experts, or anything else that will help you get the information you need to address the learning objectives identified for each case.

Trauma-Focused CBT Modules

Students will be expected to study and learn all modules of TF-CBT in preparation for a guest lecture from Dr. Sheri Madigan. They can also choose one of these sessions to deliver to a family for their clinical skills presentation.

The professor will provide a login and password for the following site to access modules:

<https://tfcbt.org>

Be the Boss of Your Pain (parent and child manuals)

Provided by Dr. Noel.

ACT for parents with chronic pain

Provided by Dr. Noel.

Assessment Methods

1) Participation (20%)

Due Date: Ongoing

The expectation is that students will arrive on time and be prepared for class, including readings and presentations, and will actively participate in the problem-based learning format and class discussions. It is assumed that the course will be the result of a collaborative effort during which time students and the instructor will learn from each other. *Regular attendance is expected and exceptions will only be made for extreme situations (e.g., severe illness, conference presentation of thesis research) and in general it is advisable to miss no more than one class.* Your participation grade will be based on each of the following: attendance, participation, familiarity with course materials, comprehension of materials, critical and/or original response to course material, and ability to articulate ideas and opinions. This also pertains to preparation and preparedness and engagement with learning the CBT, ACT and Trauma-focused CBT programs.

2) Clinical Skills Delivery and Reflections (35%)

Due Date: Listed Below

Students will participate in a 6-week CBT treatment group for pediatric chronic pain run in the Psychology Clinic. They will also observe sessions of an Acceptance and Commitment Therapy approach with parents of youth with chronic pain who have pain themselves.

For the pain group, students will sit in on and participate in an initial intake session with a family. This will be done jointly with one of the course TAs. Students will submit a case conceptualization and history

based on this session that will be due **one week after the session is held**. This should also include specific treatment considerations/targets for the individual parent and child based on the information gained from this session. This should be **2-2.5 pages double spaced** in length.

For each session of the CBT for pain group, students will submit a **2 page double spaced** reflection due **one week after each session** that can include the following elements, as relevant, and listed below. Specific emphasis should be on the particular family that the student participated in the intake with.

- Summarize the session. Identify major issues covered in the session. How was the treatment content communicated and received by families? Discuss any breakthroughs, changes, considerable pullbacks and/or reactions the parent and child had. Comment on the degree of 'buy in' and readiness for change of the dyad.
- Discuss any aspects of treatment that were particularly challenging/ moving/ or that evoked the most emotional response from them as therapists.
- Discuss any changes in the group dynamic (either during the session or compared to the previous session). If there were no changes - reflect on that. Why might this be the case? What can be done differently/would you recommend for the next session?
- Discuss things that they or the therapist did well (depending on the degree of their involvement) and what would they do differently.
- Discuss one specific clinical skill (e.g., validation, reflective listening, being in the moment with the client) that they learned from the session that they will use again.

Each of the written components (6 reflections and 1 case conceptualization for the CBT for pain group) will be worth 5% each.

3) Class presentation on Clinical Case (20%)

Due: TBD

Students will present on their experience and assigned family from the CBT for pain group. This will be based on their involvement in the initial intake, their resulting case conceptualization and history and individual treatment considerations. It will also include an integrated overview of their reflections of their and the family's experience in the treatment group, including elements of reflection listed above. Students can also include content related to group dynamics, process/progression of family, elements of strength and areas for improvement as therapists, learning outcomes, clinical skills that are transferrable to other therapeutic contexts, diversity and ethical issues. The presentation should be 35-40 minutes in length.

4) Take-Home Final Exam or Assignment (25%)

Due Date: 1 week after last Class

On the last day of class (December 5), students will be given a take-home exam, in which 2 cases are presented and students will be expected to apply their skills gained via problem-based learning to summarize problems from the cases and develop treatment plans. Given that this is a take-home exam, consultation with other students in the course is not appropriate or permitted. Additional information about exam requirements will be provided at a later date. Late assignments will be accepted; however, there will be a penalty of 5% taken off mark per day, including weekends).

Exams in this course are open book.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Faculty of Graduate Studies Grading System

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

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 percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Ideally in table format with date of class, topics to be covered, and chapters/readings to be read. Due dates for tests/exams and assignments should be included in this schedule as well.

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
M Jan 04	Winter term begins (block week January 4-8)
M Jan 11	Start of Classes
W Jan 13	FIRST CLASS; INTRODUCE CASE 1
M Jan 18	LAB: Therapy skills for working with children, youth, parents
W Jan 20	CASE 1; INTRODUCE CASE 2
R Jan 21	Last day to drop Winter Term half-courses.
F Jan 22	Last day to add or swap a course
M Jan 25	LAB: CBT
W Jan 27	CASE 2; INTRODUCE CASE 3

F Jan 29	Fee payment deadline for Winter Term fees.
M Feb 1	LAB: ACT
W Feb 3	CASE 3; INTRODUCE CASE 4
M Feb 8	LAB: Student practice of CBT skills
W Feb 10	CASE 4; INTRODUCE CASE 5
M Feb 15	Alberta Family Day
Feb 14-20	Term Break, No Classes (University if Open, Except on Alberta Family Day)
M Feb 22	TREATMENT GROUP (NOTE: WILL TAKE PLACE IN EVENING VIA ZOOM)
W Feb 24	CASE 5; INTRODUCE CASE 6
M Mar 1	TREATMENT GROUP (NOTE: WILL TAKE PLACE IN EVENING VIA ZOOM)
W Mar 3	CASE 6; INTRODUCE CASE 7
M Mar 8	TREATMENT GROUP (NOTE: WILL TAKE PLACE IN EVENING VIA ZOOM)
W Mar 10	CASE 7; INTRODUCE CASE 8
M Mar 15	TREATMENT GROUP (NOTE: WILL TAKE PLACE IN EVENING VIA ZOOM)
W Mar 17	CASE 8; INTRODUCE CASE 9
M Mar 22	TREATMENT GROUP (NOTE: WILL TAKE PLACE IN EVENING VIA ZOOM)
W Mar 24	CASE 9; INTRODUCE CASE 10
M Mar 29	TREATMENT GROUP (NOTE: WILL TAKE PLACE IN EVENING VIA ZOOM)
W Mar 31	CASE 10
F Apr 2	Good Friday, University Closed
M Apr 6	Easter Monday, University Closed
W Apr 7	LAB: STUDENT PRESENTATIONS
M Apr 12	LAB: DBT
W Apr 14	LAB: STUDENT PRESENTATIONS
R Apr 15	Last day of classes, last day to withdraw from winter courses
Apr. 19-29	Final Exam Period
R Apr 30	End of Term

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material

protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, January 21, 2021**. Last day add/swap a course is **Friday, January 22, 2021**. The last day to withdraw from this course is **Thursday, April 15, 2021** <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>