



Course number PSYC683	Course Name	Fall 2017
Instructor:	Dr. Melanie Noel	Lecture and Lab Lecture: AD247
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Email:	melanie.noel@ucalgary.ca	Lecture Days/Time: Wednesdays 9-12
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Course Description and Goals

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.

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

Course Format:

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 (30%) 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 (who will be present during the first class) questions related to this and/or other aspects of the course.

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.

Suggested Text:

In addition to readings provided by the professor, the following book is suggested to supplement learning.

Weisz, J. R., & Kazdin, A. E. (Eds.). (2010). Evidence-based psychotherapies for children and adolescents. (2nd ed.). New York; Guilford Press.

This is an excellent resource and provides information on evidence-based treatments covered in this course as well as others you may encounter in clinical practice. The book can be purchased on Amazon.ca.

Evaluation

1) Participation (30%)

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.

2) Clinical Skills Presentation (40%)

Due Date: TBD

Students will each deliver a presentation to the class on a particular clinical skill that is commonly used with children and families in intervention work. A list of possible topics appears below. Students can submit their preferred topics but the instructors will assign topics. Students will be assigned a presentation date once topics have been selected.

The expectation is that students will prepare a 45-minute class presentation to demonstrate the assigned clinical skill. These are to be hands-on, skills-oriented presentations, the type you might expect in a workshop on clinical skill development.

The presentations should include a) some didactic evidence-based material as the basis for introducing the topic; b) a video-taped demonstration of the student applying the clinical skill with an actual child (you must show video clips of both things that went and things that didn't); c) copy of the session plan and materials and d) a list of key references and resources for clinicians. Students should also include a discussion of their impressions of how well the session material was understood by the child. The main focus should be on the application of the clinical skill. Materials to draw resources from are available from the instructor, but you are encouraging to seek out other content and resources as appropriate. The instructors will provide access and contact information for the children and families. Students are expected to make arrangements with the family to bring the child to the Psychology Department at the University at a mutually agreed upon time. Students can use one of several rooms in the department (e.g., the professor or TAs office, meeting rooms, etc.) but will need to arrange this in advance. The TA will help students with this in terms of providing information on how to schedule a room and access materials (video equipment). All videotaping equipment needed is available in the department and can be signed out. Alternatives to video cameras include taping on laptops. *To protect the confidentiality of families, once the presentation is over, the video must be permanently deleted. Moreover, video recordings must not be shown to anyone except to the professor, TA and students taking this class during*

the class presentation. You should not discuss your or your classmates' session, including information about the child or family, to others. The TA will be your supervisor on this evaluative component in consultation with the professor. Some in-class time has been allocated to general preparation of session plans but you will be expected to communicate with your supervisor over e-mail and have one in-person meeting to discuss your session plan. You may also involve the professor in this meeting should you wish. All session plans and materials must be approved before you conduct the session with the child, and the supervisor or professor must be available during your scheduled session (e.g., by phone). The grade for the presentation will be based on quality of the session plan and materials, presentation interest and clarity, and appropriate discussion and coverage of the clinical skill. The grade for the presentation will not be assigned until all presentations are complete; however, students can seek individual feedback at any time after their presentation.

- Teaching a progressive muscle relaxation training protocol suitable for a child client.
- Teaching a mindfulness exercise.
- Developing a behavioural reward system for increasing a desirable behavior at home (e.g., doing homework, making bed, getting up on time)
- Introduction of an emotional regulation strategy (e.g., anger, attention)
- Teaching a social skill such as giving a compliment.
- Conducting an imagery exercise to cope with stress or pain .
- Teaching cognitive restructuring (identifying negative thoughts and replacing them) and how to do a thought record.
- Building an exposure hierarchy for a child client to overcome a fear (e.g., with social anxiety, fear or dark or other phobia, separation issues).
- Teaching a child how to identify and talk about emotions and feelings (types, intensity).
- Teaching the connection between thoughts, feelings, and behaviour.
- Other clinical skill of your choosing, approved by the instructors

3) Take-Home Final Exam or Assignment (30%)

Due Date: 1 week after last Class

On the last day of class (December 8), 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 10% taken off mark per day, including weekends).

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-).

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. 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 15 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 15 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 reappraisal. 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 any 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 that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. 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 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/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. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. 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 [http://www.ucalgary.ca/registrar/exams/deferred final](http://www.ucalgary.ca/registrar/exams/deferred_final). Under no circumstances will this be accommodated by the department.

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 [http://www.ucalgary.ca/registrar/exams/deferred final](http://www.ucalgary.ca/registrar/exams/deferred_final). Under no circumstances will this be accommodated by the department.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

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.

Campus Mental Health Strategy

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 [suyaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca

(<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 22, 2017**. Last day for registration/change of registration is **September 25, 2017**. The last day to withdraw from this course is **December 8, 2017**.