



UNIVERSITY OF
CALGARY

Department of Psychology
Psychology 750 (L01) – Advanced Seminar in Clinical Psychology
Fall/Winter 2009-2010

Instructor: Dr. S Graham **Email:** grahams@ucalgary.ca
Office: Admin 254 **Phone:** (403) 220-7188

Guest Instructors:

Dr. Maureen Leahey (Family Therapy)

Outpatient Mental Health Program, Chumir Health Centre, 403-955-6671

maureen.leahey@albertahealthservices.ca

Dr. Sheldon Roth (Psychopharmacology)

Department of Pharmacology and Therapeutics, Faculty of Medicine, 220-6002,

shroth@ucalgary.ca

Dr. John Pearce (Consultation)

Alberta Children's Hospital, 405-955-5853

john.pearce@albertahealthservices.ca

Ms. Linda Goddard (Group Therapy)

Colonel Belcher Hospital, Group Therapy Service, 955-6476

linda.goddard@albertahealthservices.ca

Dr. Lisa Partlo (Neuropsychology)

Department of Psychology, Calgary Health Region, 944-1340

Lisa.Partlo@albertahealthservices.ca

Days and Meeting Times: Mondays, 9-12* Place: TBA

***Note exceptions on Sept. 18th and Oct. 13th**

General Course Description:

The purpose of this doctoral-level seminar is to provide students with exposure to topics that are not normally covered in-depth in the clinical psychology program curriculum. In 2007-2008 the topics are psychopharmacology, consultation, clinical neuropsychology, family therapy, and group therapy. This course is required for all Ph.D. I and Ph.D. II students and does fulfill the biological and social bases of behaviour breadth requirements.

Evaluation: There will be a short examination at the end of each module. Exams will consist of essay-type questions with some choice. Instructors of each module will provide more detail.

Readings: Readings and descriptions for each module are presented below.

Lecture Schedule:

Fall Session

Friday Sept. 18 th	Consultation: Dr. John Pearce (A247B)
Mon Sept 21	Consultation
Mon Sept 28	Consultation
Mon Oct 5	Psychopharmacology: Dr. Sheldon Roth
Mon Oct 12	Thanksgiving – University closed
Tues. Oct. 13 4 pm to 7pm	Psychopharmacology (A247B)
Mon Oct 19	No class Instructor Away
Mon Oct 26	Psychopharmacology
Mon Nov 2	Neuropsychology: Dr. Lisa Partlo
Mon Nov 9	Neuropsychology
Mon Nov 16	Neuropsychology
Mon Nov 23	Neuropsychology
Mon Nov. 30	Neuropsychology
Mon Dec 7	Neuropsychology
Mon Dec.14	Neuropsychology Exam

Winter Session

January 11	Family Therapy: Dr. Maureen Leahey
January 18	Family Therapy
January 25	Family Therapy
February 1	Family Therapy
February 8	Family Therapy
February 15	Reading Week: No classes
February 22	Family Therapy
March 1	Group Therapy: Ms. Linda Goddard
March 8	Group Therapy
March 15	Group Therapy
March 22	Group Therapy
March 29	Group Therapy
April 5	Group Therapy
April 12	Exam

Consultation: Dr. John Pearce**Seminar Topics:**

1. Introduction to consultation:
 - a) Definitions of consultation
 - b) Historical development of consultation as an area of professional practice

- c) Characteristics of consultation and how it differs from other areas of professional practice
 - d) Common consultation roles
 - e) Benefits of consultation: A review of outcome research
2. Major models of consultation
 3. Ethical issues in consultation
 4. Consultation processes (phases and logistics of consultation)
 5. Testifying in court
 6. Case examples

Readings:

Dougherty, A.M. (2009). *Psychological consultation and collaboration in school and community settings*. 5th ed. Belmont, CA: Brooks/Cole. (Chapters 1, 2, 9, & 10).

Gibson, G., & Chard, K.M. (1994). Quantifying the effects of community mental health consultation interventions. *Consulting Psychology Journal, Fall*, 13-25.

Newman, J.L. (1993). Ethical issues in consultation. *Journal of Counseling & Development*, 72, 148-156.

Prilleltensky, I., Peirson, L., & Nelson, G. (1997). The application of community psychology values and guiding concepts to school consultation. *Journal of Educational and Psychological Consultation*, 8, 153-173.

Psychopharmacology: Dr. Sheldon Roth

Description:

1. Introduction to pharmacology, clinical pharmacology and therapeutics (pharmacotherapeutics)
2. Overview of the principles of pharmacology
 - pharmacokinetics - what the body does to the drug
 - pharmacodynamics - what the drug does to the body
 - Will include absorption, distribution, metabolism, excretion, routes of administration, bioavailability, half-life, therapeutic index, compliance, drug receptors, dose-response relationships.
3. Pharmacology of:
 - a) anxiolytics, sedatives, and hypnotics
 - b) antidepressants and lithium
 - c) antipsychotics/neuroleptics
 - d) opioids

Readings:

TBA

Neuropsychology: Dr. Lisa Partlo

Description and Readings

This component of the course will expose students to the principles of clinical neuropsychology. Topics to be discussed will include brain anatomy and organization of function, in addition to the role of clinical neuropsychology in the evaluation and treatment of various neurological disorders, including epilepsy, dementia, and traumatic brain injury.

1. Budson, A.E., & Price, B.H. (2005). Memory Dysfunction. *New England Journal of Medicine*, 352, 692-699.
2. Lezak, M.D., Howieson, D.B., & Loring, D.W. (2004). The Behavioral Geography of the Brain (pp. 39-85). In: *Neuropsychological Assessment (Fourth Edition)*, New York: Oxford University Press.
3. Zeman, A. (2005). Tales from the Temporal Lobes. *New England Journal of Medicine*, 352, 119-121.
4. Strauss, E., Sherman, E., & Spreen, O. (2006). History Taking (pp. 55-58). In: *A Compendium of Neuropsychological Tests (Third Edition)*, New York: Oxford University Press.
5. Strauss, E., Sherman, E., & Spreen, O. (2006). Test Selection, Test Administration, and Preparation of the Patient (pp. 75-85). In: *A Compendium of Neuropsychological Tests (Third Edition)*, New York: Oxford University Press.
6. Lezak, M.D., Howieson, D.B., & Loring, D.W. (2004). Neurobehavioral Variables and Diagnostic Issues (pp. 286-336). In: *Neuropsychological Assessment (Fourth Edition)*, New York: Oxford University Press.
7. Hannah, H.J., Howieson, D.B., Loring, D.W., Fischer, J.S., & Lezak, M.D. (2004). Neuropathology for Neuropsychologists. In: Lezak, M.D., Howieson, D.B., & Loring, D.W. (Eds.), *Neuropsychological Assessment (Fourth Edition)* (pp. 157-285), New York: Oxford University Press.
8. Baker, G.A., & Goldstein, L.H. (2004). The Dos and Don'ts of Neuropsychological Assessment in Epilepsy. *Epilepsy & Behavior*, 5, S77-S80.

Family Therapy: Dr. Maureen Leahey

Module Description:

This module focuses on new ideas about language, narrative, assessment and intervention conversations in therapy with systems of significance (e.g. couples, families, and larger contexts) that have become problem-organized. Systems, communication, cybernetics and social constructionist theories/concepts will be addressed in light of postmodern ideas. Clinical material illustrating a variety

of family structures, development, presenting problems, diversity issues and interventions will be discussed.

Module Topics and readings to be determined.

Group Therapy: Ms. Linda Goddard

Description:

1. Overview of Group Theory and Practice
2. Group Models
 - a) Psychoeducational
 - b) Cognitive Behavioral
 - c) Supportive
 - d) Interpersonal
 - e) Psychodynamic
2. Assessment for Group therapy
3. Dynamic Elements of Group Therapy
 - a) group as a social microcosm
 - b) group cohesion
 - c) group developmental stages
 - d) group norms and roles
4. Leadership
 - a) interventions
 - b) style
5. Therapeutic Process

Readings:

Alonso, A., Rutan, S. Character Change in Group Therapy. International Journal of Group Psychotherapy. 43(4) 1993

Kaplan, H., Sadock, B. (1993) Comprehensive Group Psychotherapy. (3rd edition): Williams & Wilkins. Chapter A. 7 (J. Salvendy)– Selection and Preparation

Leszcz, M. (1992). The Interpersonal Approach to Group Psychotherapy. International Journal of Group Psychotherapy, 42(1), 37-62.

Spitz, H., Spitz, S., (1999). A Pragmatic Approach to Group Psychotherapy. Chapter 3 & 4

Yalom, I & Leszcz, M. (2005). The Theory and Practice of Group Psychotherapy (5th edition) New York: Basic Books. Chapter 4- Therapeutic Factors; Chapter 5- Basic Tasks; Chapter 6- Working in the Here-and-Now.

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. 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

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 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.

Important Dates

The last day to drop this course and **still receive a fee refund** is **Sep 21st, 2009**. The last day to withdraw from this course is **Apr 16, 2010**.