



Course number PSYC683

Child Psychotherapy

Fall 2019

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Email:	melanie.noel@ucalgary.ca	Lecture Days/Time:	Wed 9:00-11:45
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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.

Students will also observe an evidence-based treatment program delivered in the community (Group Therapy for Managing Anxiety in Children with High Functioning Autism Spectrum Disorders) and present on their experience. They will also deliver a session from this program or the Trauma Focused CBT program to a child and parent volunteer to demonstrate mastery.

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.

Required Text:**Facing Your Fears Facilitator's Set**

Group Therapy for Managing Anxiety in Children with High Functioning Autism Spectrum Disorders
Available on Amazon.ca

https://www.amazon.ca/Facing-Your-Fears-Facilitators-Set/dp/1598571788/ref=sr_1_1?gclid=Cj0KCQjw4s7qBRCzARIsAlmcAxZbP6g0p-

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eWoaAp8HEALw_wcB&hvidid=208285713837&hvdev=c&hvlocphy=9001330&hvnetw=g&hvpos=1t1&h
vqmt=e&hvrnd=14171447419084507672&hvtargid=aud-749227636460%3Akwd-
308365363128&hydadcr=14951_9480933&keywords=facing+your+fears&qid=1565794555&s=gateway
&sr=8-1

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>

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. This also pertains to engagement in the observership of group therapy as well as preparation and preparedness and engagement with learning the CBT programs for both ASD, trauma, and chronic pain populations.

2) Clinical Skills Presentation (30%)

Due Date: TBD

Students will each deliver a presentation to the class on a session they deliver that involves a particular clinical skill that is commonly used with children and families in intervention work and specifically, that is drawn from the Facing Your Fears Manual or the TF-CBT online program. Students can submit their preferred session but the instructors will approve this. 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 and session they delivered. 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 a volunteer family to bring the child to the Psychology Clinic at the University at a mutually agreed upon time. Students will need to arrange use of clinic space 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). *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.

3) Class presentation on Class Observership (10%)

Students will present on their observership of the Facing Your Fears. This presentation will include a description of the group, the theoretical background driving the group, the research supporting the implementation of the group and the practicalities of administering the group. In your presentation, please describe the group involved. Describe the theoretical model used in the group and the components of the group. Delineate why that modality was appropriate for that population. Please reflect on how effectively the group worked. Note any instances where the psychologists needed to show flexibility within fidelity. Describe the strengths and weaknesses of the group. Explain how the group accommodated the developmental needs of their participants.

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

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 10% taken off mark per day, including weekends).

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%

Your outline must include a statement about your policy for rounding final grades. Include the following statement in your course outline:

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.

And also include either this:

In this course there will be no rounding up of final grades, especially in light of the opportunities students have to increase their final grade via research participation.

Or this:

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.

[Below are schedules for **Regular Winter MWF classes, & Regular Winter TR classes**. Please select the table appropriate for your course and delete the session title and delete the other tables. Important semester dates have been included in each table.]

[Regular Winter Session (MWF classes) or off pattern days (MW or WF or MF)]

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
F Sep 6	University Lectures begin.
M Sep 9	NO LAB
W Sep 11	FIRST CLASS; INTRODUCE CASE 1
R Sep 12	Last day to drop a class without a penalty
F Sep 13	Last day to add or swap a course
M Sep 16	LAB: Orientation and Training in Psychology Clinic
W Sep 18	CASE 1; INTRODUCE CASE 2

F Sep 20	Fee payment deadline for Fall Term full and half courses.
M Sep 23	LAB: CBT (DR. MELANIE NOEL)
W Sep 25	CASE 2; INTRODUCE CASE 3
M Sep 30	LAB: CBT 2 (DR. CARLY MCMORRIS)
W Oct 2	CASE 3; INTRODUCE CASE 4
M Oct 7	LAB: STUDENT PRACTICE OF CBT SKILLS
W Oct 9	CASE 4; INTRODUCE CASE 5
M Oct 14	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
W Oct 16	CASE 5; INTRODUCE CASE 6
M Oct 21	LAB: DBT (DR. MELANIE NOEL OR DR. TARYN BEMISTER)
W Oct 23	CASE 7; INTRODUCE CASE 8
M Oct 28	NO LAB
W Oct 30	CASE 9; INTRODUCE CASE 10
M Nov 4	LAB: PLAY THERAPY (IRENE BARRETT)
W Nov 6	<i>Acceptance and Commitment Therapy (DR. KATIE BIRNIE)</i>
Nov 10-16	Term Break No Classes
M Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
M Nov 18	CASE 10
W Nov 20	<i>LAB: Trauma Focused-CBT (DR. SHERI MADIGAN)</i>
M Nov 25	LAB: STUDENT PRESENTATIONS
W Nov 27	STUDENT PRESENTATIONS
M Dec 2	LAB: STUDENT PRESENTATIONS
W Dec 4	FINAL CLASS: STUDENT PRESENTATIONS AND DISTRIBUTE FINAL EXAMS
F Dec 6	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 9-19	Fall Final Exam Period

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

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

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 unauthorised 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.

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.

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 Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . 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 unless there are extenuating circumstances. 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).

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.

Wellness and Mental Health Resources

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

The Psychology Graduate Students' Association (PGSA) is an organization built to provide support for all graduate students in the Department of Psychology. They can be contacted at pgsa@ucalgary.ca

The Graduate Student Association (GSA) Vice-President Academic can be reached at (403) 220-5997 or gsa.vpa@ucalgary.ca; Information about the GSA can be found here: <https://gsa.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
<https://www.ucalgary.ca/student-services/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 **Thursday, September 12, 2019**. Last day add/swap a course is **Friday, September 13, 2019**. The last day to withdraw from this course is **Friday, December 6, 2019**.