



**Department of Psychology**  
**Psychology 750 (L01) – Advanced Seminar in Clinical Psychology**  
**Fall/Winter 2008-2009**

**Instructor:** Dr. S Graham **E-Mail:** [grahams@ucalgary.ca](mailto:grahams@ucalgary.ca)  
**Office:** Admin 254 **Office Phone:** 220-7188

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**Guest Instructors:**

**Dr. Candace Konnert (Clinical Geropsychology)**

403-220-4976,  
[konnert@ucalgary.ca](mailto:konnert@ucalgary.ca)

**Dr. Valerie Pruegger (Diversity Issues in Clinical Psychology)**

403-268-5126  
[vpruegger@calgary.ca](mailto:vpruegger@calgary.ca)

**Dr. Michele Phillips (Couples and Sex Therapy)**

403-244-3344  
[michelep@aislingonline.com](mailto:michelep@aislingonline.com)

**Dr. David Hodgins (Addictions)**

403-220-3371  
[dhodgins@ucalgary.ca](mailto:dhodgins@ucalgary.ca)

**Days and Meeting Times: Mondays, 9-12 Place: A248**

Lecture Schedule

Fall Session

September 2-6, 2008	Block Week
Mon Sept 8	Clinical Geropsychology: Candace Konnert
Mon Sept 15	Clinical Geropsychology
Mon Sept 22	Clinical Geropsychology
Mon Sept 29	Clinical Geropsychology
Mon Oct 6	Clinical Geropsychology: Exam
Mon Oct 13	Thanksgiving – University closed
Mon Oct 20	Diversity Issues: Valerie Pruegger
Mon Oct 27	Diversity Issues: Valerie Pruegger
Mon Nov 3	Diversity Issues: Valerie Pruegger
Mon Nov 10	Reading Days Nov 8-11 no lectures
Mon Nov 17	Diversity Issues: Valerie Pruegger
Mon Nov 24	Diversity Issues: Valerie Pruegger
Mon Dec 1	Diversity Issues: Valerie Pruegger
Dec 8	Diversity Issues: Final Evaluation

## Winter Session

January 12	Couples and Sex Therapy: Michele Phillips
January 19	Couples and Sex Therapy
January 26	Couples and Sex Therapy
February 2	Couples and Sex Therapy
February 9	Couples and Sex Therapy
February 16	Couples and Sex Therapy
February 23	Couples and Sex Therapy: EXAM
March 2	Addictions: David Hodgins
March 9	Addictions
March 16	Addictions
March 23	Addictions
March 30	Addictions
April 6	Addictions
April 13	Addictions
April 20	Addictions and Substance Abuse: Exam

### **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 geropsychology, diversity issues in clinical psychology, couples and sex therapy, and addiction. 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. Please note the dates of each examination as listed above.

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

### **Diversity Issues in Clinical Psychology Dr. V. Pruegger**

This component will provide students with an overview of theory and ethical practice regarding people from marginalized and/or racialized groups. It will address unintentional racism and systemic discrimination in psychological theory and practice and provide an opportunity to develop skills in working with people whose experiences; cultural values and norms; and health beliefs differ from dominant group populations in Canada.

### **Required Text**

Arthur, N. & Collins, S. (2005). *Culture-Infused Counselling: Celebrating the Canadian Mosaic*. Calgary: Counselling Concepts. Available in the bookstore.

### **Evaluation**

1. Students will work in pairs of two or three (depending on class size). Each group will talk to members of marginalized or racialized groups, conduct field work on the group, and read the relevant chapter in the text and other assigned readings. From these data, the students will prepare a 20-30 minute presentation on clinical/counseling implications of working with members of that group.

2. The final evaluation will be a group discussion, where each student will provide a short presentation on an assigned topic for the group's consideration.

### Lecture Schedule (2008)

Date of Class	Seminar #	Topic	Assignment	Due Dates
October 20	1	Introduction	Ch 1	
October 27	2	Ethics	Ch 5	
November 3	3	Developing Competencies and Racism in Counselling	Ch 2 + assigned readings	
November 17	4	Assessment & Multicultural Counselling	Ch 6 + assigned readings	Group 1 and 2 Presentation
November 24	5	Self-Reflection & Enhancement	Ch 3	Group 3 and 4 Presentation
December 1	6	Social Justice and Professional Practice	Ch 4 + assigned readings	Group 5 and 6 Presentation
December 8	7	Final Evaluation	Class Discussion on Assigned Topics	

#### Assigned Readings: Seminar 3

Overview of Cultural Diversity and Mental Health Services (see

<http://www.surgeongeneral.gov/library/mentalhealth/chapter2/sec8.html>

Clark, R., Anderson, N.B., Clark, V.R. & Williams, D.R. (1999). Racism as a stressor for African Americans: A biopsychosocial model. *American Psychologist*, *54* (10), 805-816.

Kirchheimer, (2003). Racism should be a public health issue. *British Medical Journal*, *326*, 65-66.

Jiwani, Y (2000). Removing barriers: Inclusion, diversity and social justice in Health Care.

Vancouver. See [www.harbour.sfu.ca/freda/articles/barrier.htm](http://www.harbour.sfu.ca/freda/articles/barrier.htm)

#### Seminar 4

Samuda, R.J. (1998). The testing controversy (Ch. 1). In R.J. Samuda, *Psychological testing of American minorities: Issues and consequences* (2<sup>nd</sup> ed). Thousand Oak, CA: Sage.

Strickland, B.R. (2000). *Misassumptions, misadventures, and the misuse of psychology*. *American Psychologist*, *55* (3), 331-338.

## Seminar 6

### Recommended Reading:

- Fadiman, A. (1997). *The spirit catches you and you fall down*. Farrar, Straus, Gieroux. A moving story about the clash of values between Western health beliefs and those of a Hmong family, and the impact of these on a child with epilepsy.
- Gould, S. (1996). *The mismeasure of man* (2<sup>nd</sup> ed). A good look at biases inherent in psychological assessment and research, especially intelligence testing. The 2<sup>nd</sup> edition challenges the arguments of Richard Herrnstein and Charles Murray's *The Bell Curve*.
- Guthrie, R. (1998). *Even the Rat Was White*. Allyn & Bacon. A great book for those who think psychological research is bias-free and objective.
- Ridley, C.R. (1995). *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention*. Thousand Oaks: Sage. This is a slim volume which nicely outlines how racism can impact counseling and therapy outcomes.

### Clinical Geropsychology: Dr. Candace Konnert

#### General Description:

Why is this module important?

"A recent survey of American Psychological Association (APA) – member practicing psychologists indicated that the vast majority (69%) conduct some clinical work with older adults, at least occasionally, but that fewer than 30% report having had any graduate coursework in geropsychology, and fewer than 20% any supervised practicum or internship experience with older adults."  
(Qualls et al., 2002)

In Canada, there are no graduate programs with Clinical Geropsychology tracks and most programs do not offer specialized training in aging. Population projections indicate that, by 2030, those over 65 will comprise 20% of the Canadian population and the fastest growing age group will be those over 75 years of age. As the baby-boom cohort (those born between 1947 and 1966) ages, there will be even more demand and need for psychological services. Moreover, caring for an aging family member is now a normative experience, and psychologists who work with families need to be knowledgeable about multigenerational families and issues pertaining to caregiving.

This module is structured in a manner that is consistent with guidelines provided by the American Psychological Association.

APA. (2004). Guidelines for psychological practice with older adults. *American Psychologist*, 59(4), 236-260.

As such, students will learn about:

- their attitudes and beliefs about aging, and how these might be relevant to their assessment and treatment of older adults.
- ethical issues, the scope of their competence, and when to consult or refer.
- adult development, aging, and challenges facing older adults and their families (e.g., health decline, caregiving, residential transitions, bereavement and end-of-life issues).
- clinical issues (e.g., problems in living, psychopathology)

- assessment
- intervention, prevention, and consultation

The lectures will focus on specific topics within this framework, however, the readings will be more comprehensive. An excellent electronic library resource is the AARP Ageline. You may also want to look at the following websites and their related links for further information about different topics on aging:

- National Council on the Aging ([www.ncoa.org](http://www.ncoa.org))
  - Canadian Association on Gerontology ([www.cagacg.ca](http://www.cagacg.ca))
  - Gerontological Society of America ([www.geron.org](http://www.geron.org))
  - APA Division 12, Section II – Clinical Geropsychology ([www.geropsych.org](http://www.geropsych.org))
  - The Canadian Coalition for Seniors' Mental Health (CCSMH) National Guidelines for Seniors' Mental Health <http://www.ccsmh.ca/en/guidelinesUsers.cfm>
- The Assessment and Treatment of Delirium  
 The Assessment and Treatment of Depression  
 The Assessment of Suicide Risk and Prevention of Suicide  
 The Assessment and Treatment of Mental Health Issues in Long Term Care Homes

**Text:**

Zarit, S. H., & Zarit, J. M. (2007). *Mental disorders in older adults* (2<sup>nd</sup>. Ed.). Guilford, N.Y. Please note that all readings are available on-line through the University of Calgary library.

**Evaluation: Essay exam, Monday October 6.**

**Readings:**

**Week 1 – Sept. 8**

***Working with older adults: The basics***

Zarit, S. H., & Zarit, J. M. (2007). Chapters 1, 2, and 15

APA. (2004). Guidelines for psychological practice with older adults. *American Psychologist*, 59(4), 236-260.

Schulz, R., & Heckhausen, J. (1996). A life-span model of successful aging. *American Psychologist*, 51, 702-714.

**Week 2 – Sept. 15**

**Challenges of late-life/Psychopathology**

Knight, B. G., & McCallum, T. J. (1998). Adapting psychotherapeutic practice for older clients: Implications of the contextual, cohort-based, maturity, specific challenge model. *Professional Psychology: Research and Practice*, 29(1), 15-22.

Zarit, S. H., & Zarit, J. M. (2007). Chapters 3, 4, and 5.

**Week 3 – Sept. 22**

**Assessment/Intervention**

Zarit, S. H., & Zarit, J. M. (2007). Chapters 6 and 7 (reading additional chapters for week 4 is recommended).

Pachet, A., Newberry, A., & Erskine, L. (2007). Assessing capacity in the complex patient: RCAT's unique evaluation and consultation model. *Canadian Psychology, 48*(3), 174-186.

APA. (1998). Guidelines for the evaluation of dementia and age-related cognitive decline. *American Psychologist, 53*(12), 1298-1303.

#### **Week 4 – Sept. 29 Intervention/Consultation**

Zarit, S. H., & Zarit, J. M. (2007). Chapters 8 – 14.

#### **Week 5 – October 6 Final exam**

### **Couples and Sex Therapy: Dr. M. Phillips**

General Course Description:

The Couple and Sex Therapy module will be divided into four 3-hour classes focused on couple therapy and two 3-hour classes focused on sex therapy. Topics for each class will be as follows:

Week 1: Various approaches to couple therapy  
The developmental stages of marriage  
General clinical guidelines in working with couples

Week 2: John Gottman's research and practice principles for making marriage or long-term committed relationships work

Week 3: Emotionally Focused Marital Therapy  
Special topic

Week 4: Solution-focused approaches to couple counselling  
Special topic

Week 5: Assessment of sexual concerns  
Special topic

Week 6: A systemic perspective of sexual therapy  
Special topic

Required Readings: A course pack will be available by Dec. 1<sup>st</sup>.

Relevant readings:

Johnson, Susan.(2004). *The practice of emotionally focused couple therapy*. New York: Brunner Routledge.

Gottman, John (1999). *The seven principles for making marriage work*. New York: Random House.

Real, Terrence (2002). *How can I get through to you? Closing the gap between men and women*. New York: Simon and Schuster.

Schnarch, David (1997). *Passionate marriage: Sex, love, and intimacy in emotionally committed*

*relationships*. New York: Norton.

Evaluation: Participation in class discussion and activities, preparation of a “special topic” presentation, and brief take-home exam.

### **Addictions: Dr. D. Hodgins**

#### **Description and readings:**

Selected topics in the biological and psychological basis of alcohol, other drug and gambling addiction will be presented with an emphasis on effective clinical assessment and intervention. Participants will be asked to attend one twelve step meeting and report their experience.

Hester, R.K., & Miller, W.R. (2003). Handbook of alcoholism treatment approaches. Effective alternatives, third edition. Boston: Allyn & Bacon. Chapters 1, 6, 7, 8, 9

Hodgins, D. C. & MacKay, T-L. (in press). Substance-related disorders. In Firestone, P. & Dozois, D.J.A. (Eds.) *Abnormal Psychology. Perspectives*. Toronto: Pearson Educational.

Hodgins, D.C. & Diskin, K.M. (2008). Motivational interviewing in the treatment of problem and pathological gambling. In Arkowitz, Westra, H.; Miller, W.R. & Rollnick, S. (Eds). Motivational Interviewing in the Treatment of Psychological Problems. New York; Guilford (pp. 225-248).

Other readings will be assigned.

#### **Curriculum Objectives:**

##### **This course addresses the following University of Calgary Core Competencies**

- Critical and creative thinking
- Analysis of problems
- Effective oral and written communication
- Gathering and organizing information
- Abstract reasoning and its applications
- Insight and intuition in generating knowledge
- Interpretive and assessment skills
- Community based practice

##### **Curriculum Redesign Features**

- A defined interdisciplinary component
- An international component
- An experiential learning component relevant to the program objectives
- Provision of board and extended faculty-student interaction at the program level
- Integration of research

With the following course characteristics:

- Considerable class discussion; students are prompted to think critically about course material
- A defined interdisciplinary and international component
- An opportunity to conduct community based research
- An experiential learning component relevant to the program objectives

## **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 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 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 instructor 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 makeup 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.

## **Important Dates**

The last day to drop this course and **still receive a fee refund** is **September 19th, 2008**. The last day to withdraw from this course is **April 17th, 2009**.