



UNIVERSITY OF  
CALGARY

## Department of Psychology

### Psychology 433 (L02) – Clinical Psychology

#### Winter 2007 Course Outline

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<b>Teaching Assistant:</b>	Minji Kang		
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<b>Office:</b>	Admin Bldg 255A	<b>Office Hours:</b>	By Appointment
<b>Lectures:</b>	Thursday	<b>Time:</b>	5:00 p.m. – 7:50 p.m.
<b>Location:</b>			
<b>Lab (B01) Location:</b>	A248	<b>Lab (B01) Day/time:</b>	Tuesday 4:00 p.m. – 5:50 p.m.
<b>Lab (B02) Location:</b>	A248	<b>Lab (B02) Day/time:</b>	Friday 2:00 p.m. – 3:50 p.m.

#### Required Reading:

Hunsley, J. & Lee, C. M. (2006). *Introduction to Clinical Psychology: An evidence based approach*. Mississauga, ON: John Wiley & Sons.

Available at the University Bookstore. Other recommended readings will be discussed in class and in the labs.

#### Course Description:

This course will provide an introduction to the field of clinical psychology. Students will learn about the professional aspects of the field, including training models, codes of conduct and regulatory aspects of the profession. The typical functions of clinical psychologists will be covered, including psychological assessment and therapy. A number of theoretically distinct approaches to therapy will be discussed. Towards the end of the term we will discuss recent extensions of clinical psychology into new domains of practice and some of the issues that arise from such changes. The laboratory will provide exposure to practical applications of clinical psychology through demonstrations, videotapes, and role plays.

#### Course Requirements:

Students are expected to attend class and labs regularly, to do assigned reading and to participate in classroom and lab activities. There will be two examinations in the course. Both exams will

include materials from assigned readings, as well as classroom and lab presentations. The exams will include multiple-choice items and short essay questions. Each exam will cover approximately one half of the course materials. The laboratory component of the course will have its own requirements and grading. Students having difficulties should approach the course instructor or teaching assistant as soon as possible.

### Approximate Course Schedule:

DATE	TOPICS	CHAPTERS
January 11	Introduction & Overview of the field- historical aspects Training Models, codes of ethics & professional regulation	1, 2
January 18	Classification & Diagnosis	3
January 25	Research Methods & Assessment Overview	4, 5
February 1	Assessment Overview, Interviewing & Observation	5, 6
February 8	Intellectual & Cognitive Assessment	7
February 15	Self-Report & Projective Assessment	8
	<b>Midterm examination</b>	1-8
February 22	Reading Week—No classes	
March 1	Integration & Case Formulation	9
March 8	Prevention—Speaker	10
March 15	Intervention Overview	11
March 22	Intervention—Adults & Couples	12
March 29	Intervention—Children & Adolescents	13
April 5	Intervention—Key Elements of Change	14
April 12	Special Topics—Speaker	15
April 16-26	<b>Final examination (Scheduled by the University Registrar)</b>	9-15

### Approximate Laboratory Schedule:

Dates	TOPICS
January 9, 12	No lab this week
January 16, 19	Introduction to the laboratory Ethical considerations and diversity issues in clinical practice
January 23, 26	Interviewing Skills <i>**Choose presentation topics and dates in class</i>
January 30, February 2	Diagnostic interviewing and assessment applications <i>**First thought paper must be handed in by today</i>
February 6, 9	Cognitive assessment
February 13, 16	Personality and behavioral assessment
February 20, 23	<b>Reading Week—No classes</b>
February 27, March 2	Cognitive-Behavioral therapies <i>**Second thought paper must be handed in by today</i>

March 6, 9	Psychodynamic/interpersonal therapies
March 13, 16	Family system approaches
March 20, 23	Childhood applications and therapies <i>**Third thought paper must be handed in by today</i>
March 27, 30	Class presentations
April 3, 6	Class presentations
April 10, 13	Class presentations

### Lab Requirements:

Students are required to attend labs weekly. Attendance and participation will be evaluated. Materials presented in the labs about psychological assessment and therapy will appear in the course examinations. Three thought papers are due throughout the term. Thought papers are not to exceed 2 pages in length (typed, double spaced, 12-point font) and do not require references. The papers should reflect your own thoughts on the relevance and application of the topics discussed in labs to the practice of clinical psychology. You may wish to take the perspective of a client, psychologist, student, or instructor in your writing. Marks are primarily given based on evidence that you have thought about the implications of the topic (hence the name). No more than 3 thought papers may be turned in. Finally, students will be required to do a 15-minute individual presentation on a topic presented in the lab. Presentations will take place in the last three labs. Grades will be assigned by the TA, based on the quality of students' presentations.

### Lab Evaluation:

3 thought papers	15%
Presentation	10%
Attendance/participation	5%
Total	30%

### Overall Course Evaluation:

Midterm (February 15)	35%
Final exam (date TBA)	35%
Lab components	30%
Total	100%

### Grading Scheme:

The final grading system used in this course will be no more stringent than the following:

A+	96-100%	B+	81-84%	C+	69-72%	D+	56-59%
A	90-94%	B	77-80%	C	65-68%	D	50-55%
A-	85-89%	B-	73-76%	C-	60-64%	F	<50%

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 in this course, final percentage grades

will be rounded up or down to the nearest whole percentage (e.g., 79.5% will be rounded up to 80%; 79.4% will be rounded down to 79%, etc.).

### **University of Calgary Curriculum Objectives:**

This course addresses the following core competencies:

- Critical and creative thinking
- Analysis of problems
- Organizing information
- Abstract reasoning and its' applications
- Insight and intuition in generating knowledge
- Interpretive and assessment skills

These core competencies will be incorporated through the use of interactive class discussions and role-plays, focusing on the encouragement of creative thinking and experiential learning. Students are continually encouraged to critically reflect upon families' and children's experiences and capabilities. There will be an emphasis on problem formulation and the sensitive and thorough consideration of contributing variables.

This course addresses the following curriculum redesign features:

- a defined interdisciplinary component
- an experiential learning component relevant to the program objectives
- integration of research

### **IMPORTANT:**

A student seeking reappraisal of graded mid-term exams, lab assignments, etc. must discuss his/her work with the instructor within fifteen days of the work having been returned to the class. If you want a lab grade reassessed, please first speak to the TA. If you cannot resolve your concern with her, then bring the grade you want reappraised to the course instructor. No reappraisal is permitted after the fifteen-day period. The lecturer must approve any tape recordings of lectures and students in this course.

Intellectual honesty is the cornerstone of the developmental and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on an assignment is regarded as an extremely serious academic offense. Students should examine sections of the University Calendar, which present a Statement of Intellectual Honesty, as well as definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

The last day to drop this course and still receive a fee refund is **January 19, 2007**.  
**The last day to withdraw from this course without academic penalty is April 13, 2007.**

### **Academic Accommodation:**

*It is a student's responsibility to request academic accommodation.* If you are a student who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. If you are seeking academic accommodation, please notify your instructor no later than fourteen (14) days after the commencement of the 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 professor **before** the scheduled examination or you will have forfeited any right to make up the 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.

**Course Credits for Research Participation:**

Students in this course will be eligible to participate in Departmentally approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to an individual's final grade. Students can create an account and access the Research Participation System website at <http://ucalgary.sona~systems.com>. The last to participate in research is **April 12, 2007**.