



UNIVERSITY OF
CALGARY

Program in Clinical Psychology
Department of Psychology
Advanced Seminar in Clinical Psychology
Psychology 750.05/06/07/08 – Fall-2006/Winter 2007

Instructor: Dr. David Hodgins **Email:** dhodgins@ucalgary.ca
Office: Admin. 264 **Phone:** 220-3371
Place: Admin. 248
Time: 9 am – 12 pm, Mondays

Instructors, modules, and dates:

Dr. Candace Konnert (Psyc 750.05)

Clinical Geropsychology (e-mail: konnert@ucalgary.ca, phone: 220-4976)
September 11, 18, 25, October 2, 16

Exam 1 October 23

Dr. Valerie Pruegger (Psyc 750.06)

(e-mail: vpruegge@ucalgary.ca, phone: 268-5126)

Diversity Issues in Clinical Psychology
October 30, November 6, 20, 27, December 4

Exam 2 – December 11

Dr. Michele Phillips (Psyc 750.07)

(e-mail: michelep@aislingonline.com, phone: 244-3344)

Couple and Sex Therapy
January 8, 15, 22 29, February. 5, 12

Exam 3 – February 26

Dr. Tom Dalby (Psyc 750.08)

Forensic Psychology (e-mail: thomas.dalby@canoemail.com, phone 270-2722)

March 5, 12, 19, 26, April 2, 9

Exam 4 – April 16

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 2006-2007 the topics are diversity issues in clinical psychology, clinical geropsychology, couple and sex therapy, and forensic psychology. 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. Students will receive course credit for each of the four quarter courses.

Evaluation and Readings: See module descriptions below.

Clinical Geropsychology: Dr. Candace Konnert

General Course 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 recent 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)
- Canadian Association on Gerontology (www.cagacg.ca)

- Gerontological Society of America (www.geron.org)
- APA Division 12, Section II – Clinical Geropsychology (www.geropsych.org)

Evaluation: Students will be required to lead a class discussion in response to a reaction question (50%). Please meet with me prior to your presentation. There will also be an in-class essay exam on October 23, 2006 (50%).

Readings:

Week 1 – Attitudes and beliefs, diversity issues, what is “normal”aging?

Qualls, S. H. (1998). Training in geropsychology: Preparing to meet the demand. *Professional Psychology: Research and Practice, 29*(1), 23-28.

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

APA. (1998). What practitioners should know about working with older adults, *American Psychologist, 29*(5), 413-427.

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

Carstensen, L. L., Isaacowitz, D. M., Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist, 54*, 165-181.

Additional resource not required (available in the U. of C. Bookstore):
Coleman, P., & O’Hanlon, A. (2003). *Ageing and development*. Oxford: Toronto.

Assignment: Please complete the Living to 100 Life Expectancy Calculator (<http://www.livingto100.com/>)

Week 2 – Life events and their implications for older adults and their families

Reaction question: Can you influence how long you will live? Or, maybe I just want to be happy in my old age. How do I do that?

Reaction question: I’m 65 years of age and I think my memory is declining. How do I know if I have a problem? I’m thinking of investing in one of those “memory improvement” courses. What is your advice?

Reaction question: Is gender important in understanding the aging process? What are some of the biological and psychological/social factors that influence the aging process of men and women across the life-span?

Zarit, S. H., Johansson, L., & Jarrott, S. E. (1998). Family caregiving: Stresses, social programs, and clinical interventions. In I. H. Nordhus, G. R. VandenBos, S. Berg, & P. Fromholt (Eds.), *Clinical geropsychology* (pp. 345-360). Washington DC: APA.

Halgrim Seaver, A. M. (1994). My world now: Life in a nursing home, from the inside. *Newsweek*, June 27, 11.

Zarit, S. H., Johansson, L., & Jarrott, S. E. (1998). Interventions in nursing homes and other alternative living settings. In I. H. Nordhus, G. R. VandenBos, S. Berg, & P. Fromholt (Eds.), *Clinical Geropsychology* (pp. 329-343). Washington DC: APA.

Wisocki, P. (1998). The experience of bereavement by older adults. In M. Hersen & V. Van Hasselt (Eds.), *Handbook of clinical geropsychology* (pp. 431-448). New York: Plenum Press.

Cicirelli, V. G. (2000). Healthy elders' early decisions for end-of-life living and dying. *Annual Review of Gerontology and Geriatrics*, 20, 163-192.

Haley, W. E., Larson, D. G., Kasl-Godley, J., & Neimeyer, R. A. (2003). Roles for psychologists in end-of-life care: Emerging models of practice. *Professional Psychology: Research and Practice*, 34(6), 626-633.

Additional resource: Report from the APA Working Group on Assisted Suicide and End-of-Life Decisions (<http://www.apa.org/pi/aseolf.html>).

Week 3 – Ethical issues/assessment/psychopathology

Reaction question: Your client is dying. As a clinical psychologist, what is your role and what can you do to help both your client and her family and friends?

Reaction question: My mother has dementia and I have been caring for her, in our home, for many years. But I don't know how much longer I can do this. How do I cope? What resources are available?

Reaction question: I think my father needs some form of residential care because he is increasingly forgetful and more and more he is unable to care for himself. But he does not want to leave his home. What do I do? What do I look for in evaluating different residential facilities? How do I manage the transition?

Haley, W. E. & Mangum, W. P. (1999). Ethical issues in geriatric assessment. In P. A. Lichtenberg (Ed.), *Handbook of assessment in clinical gerontology* (pp. 606-626). New York: Wiley.

Moye, J. (1999). Assessment of competency and decision making capacity. In P. A. Lichtenberg (Ed.), *Handbook of assessment in clinical gerontology* (pp. 488-528). New York: Wiley.

Zarit, S., & Zarit, J. (1998). Clinical assessment. In S. Zarit, & J. Zarit (Eds.). *Mental disorders in older adults: Fundamentals of assessment and treatment* (pp. 92-132). New York: The Guildford Press.

Dougherty, L. M., & Chamblin, B. (1999). Assessment as an adjunct in psychotherapy. In P. A. Lichtenberg (Ed.), *Handbook of assessment in clinical gerontology* (pp. 91-110). New York: Wiley.

Corey-Bloom, J. (2000). Dementia. In Krauss Whitbourne, S. (Ed.), *Psychopathology in later adulthood* (pp. 217-243). NY: John Wiley.

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

Bartels, S. J., Mueser, K. T., & Miles, K. M. (1998). Schizophrenia. In M. Hersen & V. Van Hasselt (Eds.), *Handbook of clinical geropsychology* (pp. 173-194). New York: Plenum Press.

Week 4 – Psychopathology - continued

Reaction question: What is the “Nunn Study” and what does it offer in terms of our understanding of “the aging mind?” Can we all expect to be demented if we live long enough?

Reaction question: Determining whether a disorder has an early versus a late onset is an important factor to address in the assessment of an older adult. Using examples from different types of psychopathology, discuss why it makes a difference.

Blazer, D. (2002). *Depression in late life*. NY: Springer.
Chapter 1 – The epidemiology of depression in late life
Chapter 2 – Symptoms and signs

Scogin, F., Floyd, M., & Forde, J. (2000). Anxiety in older adults. In Krauss Whitbourne, S. (Ed.), *Psychopathology in later adulthood* (pp. 117-140). NY: John Wiley.

Falk, B., & Segal, D. L. (1998). Personality disorders. In M. Hersen & V. Van Hasselt (Eds.), *Handbook of clinical geropsychology* (pp. 301-321). New York: Plenum Press.

Oslin, D. W., & Blow, F. C. (1999). Substance use disorders in late life. *Annual Review of Gerontology and Geriatrics*, 19, 213-224.

Week 5 – Intervention, prevention, and consultation

Reaction question: Does chronic mental illness mellow with age? What should we do with the seriously mentally ill?

Reaction question: What can be done for older adults with cognitive impairment? Do they benefit from any type of intervention or should we simply adopt a custodial approach to their care?

- 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.
- Zeiss, A. M., & Steffen, A. (1996). Treatment issues with elderly clients. *Cognitive and Behavioral Practice, 3*, 371-389.
- Blazer, D. (2002). *Depression in late life*. NY: Springer.
Chapter 17 - Psychotherapy for depression in late life.
- Konnert, C., Gatz, M., & Hertzsprung, M. (1999). Preventive interventions for older adults. In P. A. Lichtenberg (Ed.), *Handbook of assessment in clinical gerontology* (pp. 314-334). New York: Wiley.
- Smith, G. C. (1999). Prevention and promotion models of intervention for strengthening aging families. In M. Duffy (Ed.), *Handbook of counseling and psychotherapy with older adults* (pp. 378-394). New York: Wiley.
- Sanders, K., Brockway, J., Ellis, B., Cotton, E. M., & Bredin, J. (1999). Enhancing mental health climate in hospitals and nursing homes: Collaboration strategies for medical and mental health staff. In M. Duffy (Ed.), *Handbook of counseling and psychotherapy with older adults* (pp. 335-349). New York: Wiley.

Diversity Issues in Clinical Psychology: Dr. Valerie Pruegger

General Course Description:

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.

Topics:

- Ethical issues in counselling members of non-dominant groups
- Development of multicultural competencies
- Racism, ethnic identity development and implications for health care
- Multicultural mental health assessment models
- Preparation of self to work with marginalized/racialized populations
- Intersection of professional practice and social justice

Format

Each 3 hour session will consist of a group discussion of the reading material; a lecture-based overview of issues, theory and practice; and group work to develop skills and analysis.

Readings:

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

Recommended Reading (Optional):

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* (2nd ed). *A good look at biases inherent in psychological assessment and research, especially intelligence testing. The 2nd 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.*

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 on December 11, 2006, will be a group discussion, where each student will provide a short presentation on an assigned topic for the group's consideration.

Diversity Issues in Clinical Psychology Reading and Assignment Overview

October 30, 2006

SEMINAR ONE: Introduction to Culture-Infused Counselling and Ethics

Readings: Chapter 1 – Introduction
Chapter 5 - Ethics

November 6, 2006

SEMINAR TWO: Developing Competencies & Racism in Counselling

Readings: Chapter 2 – Multicultural Counselling Competencies

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

Presentation: Group Presentations

November 13, 2006 Remembrance Day – no class

November 20, 2006

SEMINAR THREE: Assessment and Multicultural Counselling

Readings: Chapter 6 – Assessment and Multicultural Counselling

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

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

Presentation: **Group Presentations**

November 27, 2006

SEMINAR FOUR: Self-Reflection & Enhancement

Readings: Chapter 3 – Enhancing the Therapeutic Alliance

Presentations: **Group Presentations**

December 4, 2006

SEMINAR FIVE: Social Justice & Professional Practice

Chapter 4 – Expanding Culture-Infused Practice

American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. American Psychologist, 58 (5), 377-402.

Presentations: **Group Presentations**

December 11, 2006

SEMINAR SIX: Final Evaluation. Student overviews assigned topics and class discussion.

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* (2nd ed). *A good look at biases inherent in psychological assessment and research, especially intelligence testing. The 2nd 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.*

Couple and Sex Therapy : Dr. Michele 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

Readings:

A package of required reading articles will be available by December 1, 2006 for students. Additional (but not required) readings include:

Christensen, A. and Jacobson, N. (2000). *Reconcilable differences*. New York: The Guilford Press.

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

Johnson, Sue. (1996). *The practice of emotionally focused therapy*.

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

Schnarch, D.M. (1997). *Passionate marriage: Sex, love, and Intimacy in emotionally committed relationships*. New York: Norton. ****

Weiner-Davis, Michele. (1992). *Divorce Busting*. New York: Summit Books.

**** I highly recommend these books.

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

Forensic Psychology: Dr. Tom Dalby

General Course Description:

This component of the Advanced Clinical Seminar will focus on practical aspects of the interface of Law and Psychology. It will cover the major Canadian laws governing issues which psychologists are asked to address for legal cases (e.g., Not Responsible by Reason of Mental Disorder) and cover clinical assessment tasks (e.g., risk evaluation; forensic report writing) which have a legal focus. Preparation to serve as an expert witness in court will be included. Both criminal and civil legal applications of psychology will be covered.

Readings:

Melton, G.B., Petrila, J., Poythress, N.G. & Slobogin, C. (1997).
Psychological Evaluations for the Courts: A Handbook for Mental Health Professionals and Lawyers (Second Edition). New York: The Guilford Press.

Evaluation: TBA