

PSYC*4460 01, Course Outline: Fall 2015

General Information

Course Title: Seminar in Clinical Psychology

Course Calendar Description:

This course deals with issues and theories in clinical psychology. It is intended primarily for honours students in psychology who plan to pursue further training in clinical psychology at the graduate level or who plan to work in a setting where knowledge of clinical psychology would be an asset. Topics may include psychological assessment, treatment, and outcome research. Students will acquire an understanding of the scientific and professional roles of clinical psychologists, key concepts and techniques of the major orientations of psychotherapy, and current debates in the field.

Course Specific Description:

The focus of this course involves the review and discussion of DSM-V mental health diagnoses relevant to child clinical psychology. The applied component of the course will involve students forming themselves into groups, selecting a mental health problem and designing an outline for a 3-Lesson prevention or intervention program to briefly address the problem. The program could be intended for use as a prevention within the public school board (e.g., a senior class of Grades 11-12 students) or a more focal group intervention that could be offered through the University of Guelph residences. The course format is composed of readings, class discussion, and student presentations. This course emphasizes learning oral and written communication skills that any facilitator (clinical psychologist, educator, person in business) needs to acquire, especially when working within a group format.

Credit Weight: 0.50

Academic Department: Psychology

Semester Offering: Fall 2015

Class Schedule and Location:

Wednesday 2:30-5:20 MCKN 237

Instructor Information

Instructor Name: Dr. Karl Hennig, Ph.D., C.Psych.

Instructor Email: khennig@uoguelph.ca

Office location: MACK-ext. Rm. 4016

Office hours: Wednesdays 12 - 2pm, or by appointment

GTA Information

GTA #1 Name: Elyse Redden (0.5)

GTA #1 Email: eredden@uoguelph.ca

GTA office location and office hours: TBA

Course Content

Specific Learning Outcomes: (Five Broad Learning Outcomes)

Upon successful completion of this course, students will be able to:

1. Critical and Creative Thinking

- 1.1. Depth and Breadth of Understanding: Demonstrate mastery of the concepts from core areas in clinical psychology
- 1.2. Inquiry and Analysis: Understand the process of evidence-based inquiry in the field
- 1.3 Problem Solving: Sets out to solve issues in the area of prevention/intervention in creative ways; devises arguments using optimal discussion and presentation methods.

2. Literacy

- 2.5. Technological Literacy: Demonstrates an ability to use different technological formats in presenting information and engaging an audience

3. Global Understanding

- 3.1. Diversity Competence: Demonstrates a mature sense of openness, empathy, and shows evidence of knowledge of different cultures.

4. Communication

- 4.1 Oral Communication: actively listen, reflect upon, and respond effectively to group discussion; facilitate discussion of complex concepts effectively; exhibit confidence as a public speaker.
- 4.2. Written Communication: Write clearly and demonstrate general knowledge in the field.

Additional information concerning Undergraduate Learning Outcomes is available at: [Learning Outcomes Resources](#)

Lecture Content:

See Weekly Readings List on Courselink.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Weekly Reflections	Tuesdays (the day prior) at 6pm *Mid term grade provided by Nov.6	15	1.1, 1.2, 3.1, 4.2
Class Discussion	Weekly *Mid term grade provided by Nov.6	5	1.1, 1.2, 3.1, 4.1
Weekly Peer Review	Sundays at 6pm	0	1.1, 1.2
Manual: 3-Lesson 1page Draft Outline	Tues. Sep.22 6pm * submit as a GROUP	0	1.1, 1.2, 1.3, 3.1, 4.2
Manual: 1-Lesson Learning Details- INDIVIDUAL	Tues. Sept.29 6pm *collate & submit as a GROUP; grade provided by Nov.6	5	1.1, 1.2, 1.3, 3.1, 4.2
Submit Presentation Lesson	Sun. Oct.18 at 6pm *grade provided by Nov.6	0	1.1, 1.2, 1.3, 3.1, 4.2
Class Presentation- GROUP	Groups sign up for a presentation date	15	2.5, 4.3
Paper	Wed. Nov.18 2:30pm *bring hardcopy to class & submit e-version	35	1.1, 1.2, 1.3, 3.1, 4.2
Final Revised Lesson- GROUP Includes final edits and feedback	Sat. Dec.5 at 6pm	20	1.1, 1.2, 1.3, 3.1, 4.2
Reflection on Group Work (includes log meeting dates & hours, workload%)	Sat. Dec.5 at 6pm *submit INDIVIDUALLY	5	1.1, 1.2, 1.3, 3.1, 4.2
TOTAL		100	

*GROUP = a single group grade will be assigned

INDIVIDUAL = an individual grade will be assigned

**All materials are to be submitted to the corresponding folder using DropBox on Courselink.

Additional Notes:

Weekly Reflection. Each week students will INDIVIDUALLY post a short reflection composed of 2-3 short paragraphs, single-spaced, based on ONE of the readings that they are to carefully review. Students are only expected to be fairly familiar with the other reading(s). The first paragraph of the reflection will briefly outline the structure and content of the arguments, and/or the central results of the paper. In the final paragraph(s) you will reflect on any aspect of the review or study that was of most interest to you. Post your Reflection on Courselink (under the Discussion tab). Begins for Week #2 readings.

Weekly Peer Review. Each student is responsible for submitting a weekly evaluation of TWO of their classmates. Download the class list from Courselink (under the Content/Administration tab) and review the two students directly under your name. The following week review the next two students moving downwards, and so forth. Upload the class list spreadsheet containing your grades to DropBox on a weekly basis. Grading scheme: 0= Did not post a Reflection; 1=Completed, basic task completed; 2=Very good, thoughtful; 3=Excellent (>90%), exceptional, very insightful, very well written, concise. "Excellent" implies that there should not be very many of these grades handed out (e.g., 2 out of 10 students?). The instructor will provide feedback as to these evaluations prior to the last day to drop classes (for precise date see below).

Class Discussion. Students are expected to have come prepared for class and be able to engage in group discussion using dyadic/group discussion skills: initiate, clarify and paraphrase, link, offer counter-arguments, and generally forward discussion.

Manual/ Lesson Plan Development Steps:

A major portion of the course will involve the creation of a Program Manual and the presentation of ONE lesson from that manual.

Note. When submitting any documents to DropBox, include your name or group names at the top of the document.

Step 1. Group formation. In this course you will work in groups of 3 students. Groups will be formed on the first day of class. Assign one person in the group to be the communications person who will, for example, email the instructor the list of group members including their emails, and whom will submit the final group 3-Lesson Manual project. Select a topic/date for your group's lesson presentation.

Step 2. Three-Lesson Draft Outline-UNGRADED GROUP COMPONENT. As a group, students will decide upon a target for intervention or prevention. Students are to meet as a group to decide upon the focal targets suitable for THREE coherent lessons of some given duration (e.g., 70 min). The brief 3-Lesson program could be intended for use as a prevention program within the public school board (e.g., a senior class of Grades 11-12 students) or a more focal group intervention program that could be offered through the University of Guelph residences. Good

targets for psychoeducational programs are cognitions (normative beliefs, attitudes, expectations, irrational beliefs) and behaviors. (Cognitive examples: “making comments about your girlfriend’s body or threatening to leave the relationship” are instances of relationship abuse; admitting a vulnerability risks losing the respect and esteem of others; riding an elevator entails a high risk of death, birds attack people and harbor disease). Behavior examples: compulsive handwashing, avoiding elevators, not socially engaging people in social settings, restrictive eating or excessive exercising aimed at weight & shape concerns (see Lesson Plan Template on Courselink). A good source for ideas on evidence-based intervention practices is the AACAP Practice Parameter for the Assessment and Treatment of Children and Adolescents with _____, where you fill the blank in with the DSM-V category. Feel free to be more flexible, for example: an “anger management” program for ODD/ CD; “dealing with worry” for Anxiety; “fostering happiness” for Depression; some problematic personality dimension for Personality Disorders. Include at least 3 references.

Good prevention/intervention programs, like teaching, are experiential. Participants are engaged (like and learn from the program). Review the ‘Taxonomy of Learning’ table. ‘Creating’ a solution to a problem involves more depth of learning than does ‘Remembering’. The three lessons should fit together as a logical, do-able sequence. The manual should involve “scaffolding” from lower level of Learning Objectives (“understand”) to higher (“create,” “analyze”) levels of learning objectives from Lesson 1 to Lesson 3. Sections of the Lesson Plan are: Learning Objectives, Lesson Outline, Rationale, Learning Details, Materials Appendix, and References. The first paragraph should provide the evidence-based rationale for the targets for intervention. The next paragraph(s) specify the intervention for the three lessons. Submit your 1-page 3-Lesson outline to the instructor for approval and feedback using DropBox (see above for due date). Evaluation will be based on the clarity of writing, fit between Rationale and Learning Objectives, Learning Objectives and Learning Details, and sequencing of the Lessons. Only 1-2 paragraphs are needed for each learning detail. Final criteria: it shouldn’t need too much filling in of details for a group of 3 other presenters to implement the lesson. That is, it is a free standing manual less the actual Appendix with the Materials (e.g., PowerPoint slides, handouts, etc).

Step 3. 1-Lesson Plan Learning Details-INDIVIDUAL. Each student is to develop a Lesson Plan Table and Learning Details (see CourseOutline for the Lesson Plan Template) for ONE of the three lessons as drafted above by the group. Each of the three individual lessons are to be collated and submitted to DropBox by the Communications member of the group. While submitted as a group, this is an individually graded component. Evaluation will be based on the clarity of writing, fit between Rationale and Learning Objectives, Learning Objectives and Learning Details. Include at least 3 references for each lesson.

Step 4. Development of Class Presentation Lesson. Each group will select one of the three Lesson Plan Learning Details to develop into a classroom presentation. Presentations are 20 minutes in length followed by 5 min of discussion and 5 min. for peer feedback (see Lesson Plan Template final page for feedback handout). The Final Lesson plan is to be uploaded to DropBox

by Monday at 6pm of the week the lesson is to be presented, that is, two days prior to the class presentation. Include at least 3 references.

Step 5. Group Presentation. The group presents their lesson to the class.

Note. During presentations students are not allowed to be online either by phone or computer, unless it is an emergency. Inform the instructor. The experience of being the recipient of a program is an essential component of this course. A group grade will be assigned and adjusted either up or down 2-5% for each group member depending on the group members' comments in the Workload Form. Grades for the presentations will be posted after all the lessons have been presented. Evaluation will be based on Content (20%), Organization/Effectiveness (70%), and Creativity (10%) of the Presentation.

Step 6. Submit the Final Lesson to DropBox by the due date. You can make final edits to your Lesson. Add a final Feedback Results page to the end of your Lesson wherein you Integrate the feedback into 2-3 final paragraphs which would include your group's evaluation of the strength and weaknesses of your lesson. What would you do differently if you were to present the lesson again?

Step 7. Workload form. Write a Reflection on your Group Work process. Include your log of group meeting dates & hours along with your workload percentage. Your personal reflection should be ½ - 1 page in length and include comments regarding your group's process. Describe your group discussion dynamics in terms of who: initiated, clarified and paraphrased, linked, offered counter-arguments/views, and generally forward the project in a collaborative manner. In short, describe your group's dynamics. Did you feel good about how well your group worked together? Was your group effective in getting the task done? What were you personal strengths and challenges in working with this group?

The workload form also provides students an opportunity for grade adjustments in light of student contribution weightings. For example, if all three students in the group contributed equally, you would submit the following contribution weighting: Joe 33%/ Sandra 33%/ Marsha 33%. Submit to DropBox.

Paper. Students are to write a 10-12 page paper, APA style, double spaced (not counting the title page or references). Pages beyond this length will not be read. The topic of the paper can be the same as that of your group presentation. Retaining the same topic might facilitate a clearer understanding of your intervention.

1. The paper should begin with a clinical case description (1/2 page). You may use the journal entitled Clinical Case Studies available at the University library or make up a case based on personal experience, a movie character, etc.
2. Identifying the symptom presentation and the possible diagnosis, concluding with a designated primary diagnosis that will become the focus on your paper.

3. Describe relevant research pertaining to some FOCAL aspect of the diagnosis. In order to explore in depth the paper will require a good deal of focal depth. Be sure to briefly identify any potential ethical concerns that may arise in the case.
4. Final 1/2 page should briefly discuss a treatment plan.
5. The paper should have at least 3 references in the Reference section.

Papers are to be formally written (i.e., no colloquial statements, no slang, no contractions, etc.) and use proper grammar, letter sized paper, 12-point font (Times New Roman/Arial), black ink, and 1" (2.54 cm) margins. Use pages numbers in the upper right hand corner. Include a proper APA title page with a title, your name, student number, and course number. Submit a printed hardcopy by the due date as well as upload an electronic version to DropBox.

Final exam weighting:

There is no final exam in this course.

Course Resources

All readings and materials are available on CourseLink.

Required Texts:

NOTE: For all disorders cover in this course, review DSM-V sections:
American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders (DSM-V). Online access through the University subscription for Psychiatry Online. To access go to the UoG library main page/ hover your cursor over 'Find'/ click on Database List/ +Social & Behavioural Sciences/ Psychology/ scroll down to & click on 'PsychiatryOnline'

Recommended Texts:

The following materials may be found to be helpful to students:

DSM-5 Resource Guide: Highlights changes in the new version of the DSM
<http://psychcentral.com/dsm-5/>

American Psychiatric Association. (2000). Quick Reference to the Diagnostic Criteria From DSM-IV-TR. Washington, DC: Author. Available on-line:
<http://www.behavenet.com/apa-diagnostic-classification-dsm-iv-tr>

Journal: Clinical Case Studies, via UoG library

Other Resources: NA

Additional Costs:

Students may need to purchase some materials for their presentations (e.g., flipcharts, tape, printing and paper costs).

Course Policies

Grading Policies

Course components are strictly due on the dates noted above. Late submissions will be deducted 10% per day. These policies are binding unless academic consideration is given to an individual student.

[Undergraduate Grading Procedures](#)

Course Policy on Group Work:

Group members are expected to make an equal contribution to group work and sort out any group dynamic difficulties that may arise. Significant problems are to be reported to the instructor.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and

students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is November 6, 2015. For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Current Undergraduate Calendars](#)