

Course number: PSYC680		Child Psychotherapy		Winter 2023	
<b>Instructor:</b>	David Williamson, Ph.D, RPsych	<b>Lecture Location:</b>	EDC 2810		
<b>Phone:</b>	604-505-8834	<b>Lecture Days/Time:</b>	Wed 9:00 – 12:00		
<b>Email:</b>	david.williamson1@ucalgary.ca	<b>Lab Days/Time:</b>	Mon 3:00 – 5:00pm ( <i>Jan only</i> ) Thurs 3:30 - 6pm ( <i>once group intervention starts in February</i> )		
<b>Office:</b>	N/A	<b>TAs:</b>	Rachel Eirich Jenney Zhu Karolina Wieczorek		
<b>Office Hours:</b>	As needed	<b>TAs' e-mail</b>	Rachel Eirich <a href="mailto:rachel.eirich@ucalgary.ca">rachel.eirich@ucalgary.ca</a> Jenney Zhu <a href="mailto:jenney.zhu@ucalgary.ca">jenney.zhu@ucalgary.ca</a> Karolina Wieczorek <a href="mailto:karolina.wieczorek@ucalgary.ca">karolina.wieczorek@ucalgary.ca</a>		

### Course Description and Objectives

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 and evidence-based treatment planning, which is critical for effective intervention. Issues pertaining to equity, diversity, and inclusion in child psychotherapy will be addressed and woven throughout the course material.

Each week, students will be exposed to a specific disorder, condition, or special consideration that affects psychotherapy with children and families. Through the use of a multi-modal training approach,

students will develop foundational knowledge and skills in conceptualizing and planning for treatment or intervention for each concern. Case vignettes will form the basis for orienting learning, providing a springboard for students to enter each lecture ready to identify and discuss their learning objectives, supplemented by independency readings and research. During the lecture, a discussion of their objectives will occur as well as analysis of the readings, a formal didactic lecture on the week's presenting concern, and preparation for the development of a case conceptualization and treatment plan for the case vignette. Through this 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) 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*.

This course outline and much of the content was built upon the intellectual property of Dr. Melanie Noel. Dr. Noel was gracious enough to provide much of material for this course from previous iterations.

### **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 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.

### **Course Format**

This is an in-person class held on campus as per the course schedule below and all required material and assigned readings will be available on D2L.

### *Weekly Process*

1. Each week will be themed on a presenting problem or treatment issue that is common when providing psychotherapy to children. Students will be expected to have read the case vignette and associated readings prior to the beginning of each lecture. The case vignette will be representative of the way in which the week's theme may present in a real case, while the readings are designed to provide broad, foundational knowledge about the theme.
2. The first part of each lecture will be spent discussing and analyzing the case vignette and the readings that were assigned that week. Time will be spent focused on how to conceptualize the case vignette for the purpose of treatment planning; considerations for tailoring the plan based on diversity characteristics; as well as gaps in knowledge or points of clarification.

3. The instructor and/or guest speaker will provide a lecture or administer didactic training that is relevant to the week's topic
4. During the final portion of the lecture, another discussion will occur about the case vignette incorporating the content of the lecture. Any final questions or strategies for planning for the vignette will be answered
5. After the lecture has concluded, students will complete and submit a written case conceptualization and treatment plan for the case vignette that was provided at step 1. The treatment plan must be submitted to the instructor prior to the beginning of the next lecture.

As noted above, some classes will include a guest speaker, who will be a clinical psychologist in the community who frequently treats the disorders or conditions that are the subject of that week's lecture. The professor will also integrate clinical experience as well as some didactic teaching.

Given that the lectures, reading material, and case vignettes are designed to be interactive and discussion-based, you are expected to contribute to these discussions. Indeed, a significant percentage of your grade (20%) is based on participation in class, group supervision, and the treatment groups.

In some cases, a small portion of some classes may be reserved for the applied component of the class, which focuses on development of specific clinical skills used with children and their families (in Step 4 of the weekly process). You can use this time to prepare for your assignment and ask the professor and TAs questions related to this and/or other aspects of the course.

Students will be involved in the delivery of an 8-week CBT group for childhood anxiety. Each student will be paired with a child and family, completing that child's intake session, up to two individual sessions with the child, and at least one parent/caregiver focused session. In addition, each student will be assigned one module to plan and run for the group therapy portion of the course. Students will observe and participate in the sessions of all other students. At the end of the lecture component of the course, each student will give a case presentation of their therapy client to the class.

### **Prerequisites**

Admission to the Graduate Program in Clinical Psychology\Psychology or by permission of the instructor.

### **Required Texts and Readings**

Readings will be assigned each week as background for each condition/disorder. Students are expected to complete readings assigned by the instructor prior to the beginning of each lecture in order to have the necessary background in the evidence-based psychopathology and treatment that is required for effective participation in the discussion of the case vignette and effective completion of each week's treatment plan.

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. To supplement their knowledge and treatment planning, students are encouraged to find material in other textbooks, do literature searches, use the internet, talk to experts, or engage in any other activity that may support their learning.

## Assessment Methods

### 1) Participation (20%)

**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 discussions regarding the case vignettes and readings. 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.

### 2) Case Vignette Treatment Plans (50%)

**Due Date: Weekly**

Each week beginning in week two, students will be expected read and analyze a case vignette (each worth 5% of the total grade; total 10 treatment plans). By the beginning of the subsequent week they must submit a two page paper that provides a case conceptualization and suggested course of treatment for the presenting problem. The conceptualization portion of the paper should include all relevant factors or acknowledgement of important factors that are as-yet unknown based on the information in the vignette. Students will be provided with a case conceptualization structure in the first week's lecture. The proposed treatment plan should include the evidence supporting the selection of a treatment, a discussion of how the selected intervention must be individualized to most appropriately support the client in light of known and possible diversity characteristics, and an indication of how student will know the treatment progress and outcome is successful. The intent is to practice how one might select and use evidence-based treatments with a specific client. Treatment plans will be graded based on the use of the case conceptualization model, how well the plan is tailored to the individual characteristics of the client, the choice of treatment and measures, and the consideration of any limitations.

Without instructor approval, late assignments will be penalized 10% per day, including weekends.

### 3) Class presentation on Clinical Case (20%)

**Due: April 5 and April 12, 2023**

Students will present for 35-40 minutes on their experience as the therapist for their assigned child and family from the CBT for anxiety group. This will be based on their involvement in the groups, their resulting case conceptualization and history, and individual treatment considerations. It will also include an overview of their reflections of their and the family's experience in the treatment group, including:

- How the treatment content was communicated and received by the child and family
- Any breakthroughs, changes, considerable pullbacks and/or reactions the parent and child had during treatment.
- The degree of "buy in" and readiness for change of the child and family.
- How individual client characteristics impacted progress, relationship building, and participation in therapy
- Any aspects of treatment that were particularly challenging/moving or that evoked the most emotional response from the therapist.
- Any changes in the child or family's group involvement, participation, learning, or buy-in. If no changes occurred, that should also be noted and explained.
- What the therapist would do differently with this family if they could start over

- What the therapist would recommend as next steps for this client
- What the therapist believes they did well.
- Discussing one specific clinical skill (e.g., validation, reflective listening, being in-the-moment with the client) that was learned from their participation in the group that they will use again with future clients.

Students may also include content related to group dynamics, learning outcomes, clinical skills that are transferable to other therapeutic contexts, diversity and ethical issues, or any other noteworthy observations or learnings. The presentation should be 35-40 minutes in length.

**4) Lab\Practicum (10%)**

**Due: Ongoing**

As described above, students will participate in and run an 8-week group CBT intervention for childhood anxiety. Students who participate and complete the practicum to the satisfaction of the clinical supervisor with a “clear pass” will receive full credit for this component of the course. Students who complete the practicum with a “marginal pass” will receive half credit for this component of the course. Students who receive a “fail” on their performance in the practicum will not receive any credit for this component of the course.

**University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary’s reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy:

[www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html)

**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%

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, 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

Date	Type	Topic	Readings
M Jan 9		University Lectures Begin	
M Jan 9	Lab	<b>GROUP SUPERVISION 1</b>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Conducting intakes with children and caregivers for treatment planning</li> <li>• Group intervention structure – module assignment</li> <li>• Client assignment</li> </ul>
W Jan 11	Lecture	Intro to Course Ethical, Reflective, and Humble Practice when Engaging in Psychotherapy with Children	<p>Sori 2015 - Ethical and Legal Considerations When Counselling Children and Families</p> <p>Roberts 2011 - Research and Practice in Clinical Child Psychology</p> <p>Motley 2017 - Childhood Growth and Development and the Etiology of Mental Disorders</p> <p>Solmi 2022 – Age of Onset of Mental Disorders</p>
M Jan 16	Lab	<b>GROUP SUPERVISION 2</b>	<ul style="list-style-type: none"> <li>• Discuss intakes</li> <li>• How families access care</li> <li>• Building rapport and goal setting with children</li> <li>• Measurement-based care</li> <li>• Intake sessions begin this week</li> </ul>
W Jan 18	Lecture	Childhood Anxiety	<p>Graczyk 2017 - Anxiety Disorders in Childhood</p> <p>James 2020 - CBT for anxiety in adolescents</p>
Jan 19		Last day to drop class without penalty	
Jan 20		Last day to add/swap a class	
M Jan 23	Lab	<b>GROUP SUPERVISION 3</b>	<ul style="list-style-type: none"> <li>• Update on intakes</li> <li>• Group therapy with children</li> <li>• Treatment components of anxiety</li> <li>• Intake sessions continue this week</li> </ul>
W Jan 25	Lecture	Childhood Mood Disorders	<p>Burton 2017 - Depressive and Bipolar Disorders in Children and Youth</p> <p>Asarnow 2019 - Treatment for suicidal and self-harming adolescents – advances in suicide prevention care</p> <p>Gray 2018 – Research Review: What have we learned about adolescent substance use?</p>
M Jan 30	Lab	<b>GROUP SUPERVISION 4</b>	<ul style="list-style-type: none"> <li>• Update on individual sessions</li> <li>• Treatment components of anxiety (continued)</li> <li>• Parent/caregiver sessions</li> </ul>

W Feb 1	Lecture	OCD and Tics	Franklin 2015 – CBT for pediatric OCD - Review and clinical recommendations  McGuire 2018 - Exposures in cognitive behavior therapy for pediatric obsessive-compulsive disorder-addressing common clinician concerns  Murphy 2013 – Practice parameter for the assessment and treatment of children and adolescents with tic disorders
W Feb 8	Lecture	PTSD, Complex Trauma, and Child Maltreatment	Davis 2017 - Sexual Abuse in Childhood The Abused Child  Britner 2017 - Physical Abuse in Childhood
Th Feb 9	Lab	<b>INTERVENTION SESSION 1 GROUP SUPERVISION 5</b>	Group intervention starts
W Feb 15	Lecture	ADHD	Wang 2017 - Attention-Deficit \Hyperactivity Disorder (ADHD) in Childhood  Hinshaw 2018 – ADHD - Controversy, Developmental Mechanisms, and Multiple Levels of Analysis
Th Feb 16	Lab	<b>INTERVENTION SESSION 2 GROUP SUPERVISION 6</b>	
Feb 19-25	NO LAB OR LECTURE: READING WEEK		
W Mar 1	Lecture	Behaviour Problems	Fisher 2017 - Oppositional Defiant Disorder and Conduct Disorder in Childhood  Kaminsky 2017 - Evidence Base for Psychosocial Treatments for Disruptive Behaviors in Children  van der Pol et al 2019 - Common elements of evidence-based systemic treatments for adolescents with disruptive behaviour problems
Th Mar 2	Lab	<b>INTERVENTION SESSION 3 GROUP SUPERVISION 7</b>	
W Mar 8	Lecture	ASD and Developmental Disorders	Locke 2017 - Autism Spectrum Disorders in Childhood  Masi 2017 - An Overview of Autism Spectrum Disorder, Heterogeneity and Treatment Options  Nicholls 2018 - Developmental disorders - Considerations for treatment
Th Mar 9	Lab	<b>INTERVENTION SESSION 4 GROUP SUPERVISION 8</b>	
W Mar 15	Lecture	Elimination and Sleep-Wake Disorders	Scharf 2012 – Sleep Disorders  Law 2016 - Toilet School for Children with Failure to Toilet Train Comparing a Group Therapy Model with Individual Treatment  Meltzer 2014 - Systematic Review and Meta-Analysis of Behavioral Interventions for Pediatric Insomnia

Th Mar 16	Lab	<b>INTERVENTION SESSION 5 GROUP SUPERVISION 9</b>	
W Mar 22	Lecture	Medical Psychology in Children	Amaro 2021 - Pediatric Psychology Barakat 2007 - Using Cognitive-Behavior Group Therapy with Chronic Medical Illness Boon 2021 - Pediatric Psychology
Th Mar 23	Lab	<b>INTERVENTION SESSION 6 GROUP SUPERVISION 10</b>	
W Mar 29	Lecture	Special Considerations for Working with Children	Chen 2018 - Advancing the Practice of Pediatric Psychology with Transgender Youth- State of the Science, Ongoing Controversies, and Future Directions. Davy 2018 - What Is Gender Dysphoria A Critical Systematic Narrative Review Jensen 2017 - A Meta-Analytic Review of Play Therapy With Emphasis on Outcome Measures
Th Mar 30	Lab	<b>INTERVENTION SESSION 7 GROUP SUPERVISION 11</b>	
W Apr 5	Lecture	Case Presentations	
Th Apr 6	Lab	<b>INTERVENTION SESSION 8 GROUP SUPERVISION 12</b>	
M Apr 10	Lab	<b>GROUP SUPERVISION 13</b>	
W Apr 12	Lecture	Case Presentations	
Apr 15 - 26		Final Exam Period	
Apr 28		End of Term	

### Absence from a Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. 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 on a day/time scheduled by the instructor. 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).

### **Reappraisal of Graded Term Work**

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

### **Reappraisal of Final Grade**

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **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.

### **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](http://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 unauthorized 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.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, January 19, 2023**. Last day add/swap a course is **Friday, January 20, 2023**. The last day to withdraw from this course is **Wednesday, April 12, 2023** [University of Calgary : Academic Schedule \(ucalgary.ca\)](#)