

COURSE OUTLINE: PSYC 4205EL 01 (Fall of 2006)

COURSE NAME: Fundamentals of Clinical and Counseling Psychology
TIME OF CLASS: Tuesdays 2:30 TO 5:30 pm LOCATION: C114

INSTRUCTOR: Dr. Joe Persi
E-Mail: jpersi@cyberbeach.net, jpersi@laurentian.ca (e-mail both please)

Office Hours: 1:30-2:30(before class) 5:30-6:30(after class) Else by appointment
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DESCRIPTION FROM COURSE CALENDAR: "An introduction to psychology in applied settings with an emphasis on the mental health field. Clinical assessment procedures, including psychometric procedures, are examined as are the major theoretical positions in counseling and psychotherapy. Students are introduced to the scope of the work of the clinical psychologist in sessions with practitioners in the field."

GOAL: To complement the adult clinical psychology course but with a focus on assessment, and counseling/psychotherapy for children and adolescents, their parents and families.

LEARNING OBJECTIVES: At the end of this term students will have had opportunity to learn and will be evaluated on their knowledge of:

- Differences and similarities between child and adult clinical and counseling
- Assessment procedures including psychometric measures
- Legal, and ethical considerations
- Applied clinical settings, types of services, and organizations
- Evidence Based Practice
- Counseling and psychotherapy approaches and techniques

COURSE REQUIREMENTS

PARTICIPATION/ATTENDANCE: Active engagement in class discussion and activities are expected. Commensurate with Senate Academic Regulations (2005-6) failure to attend 80% of the classes may lead to course failure. It will be the responsibility of students to sign the attendance sheet, which will be circulated each week.

GRADING:

(First half of the course is 50%:

2 Assignments **25%** of total for the year

(The labs will require participation in in-class exercises that simulate assessment and counseling. The assessment in-class labs will cover the tests to be interpreted, provide interpretive options, and scored test information which students will then incorporate into a report which will be partly completed in template form. Student will be required to

complete the report initially in class and then to take home and expand as Assignment 1. The counseling assignment will require students to participate with one or more students in a simulated process of counseling that requires students to adopt both counselor and child roles in order to appreciate counseling from both vantage points and to keep an informal record/diary of the counseling. Students will then be asked to participate in an in-class lab that requires identification of the student's style of counseling, techniques used, and changes and additions that would optimize the counseling. A template for the write-up will be provided to guide the student through the in-class portion. The student will then take home to elaborate and expand and hand in as Assignment 2. More detailed instructions will be provided.)

Mid-Term Exam **25%** of total for the year
(Multiple choice-10 short answer-5 essay 10)

SCHEDULE:

1. Introduction to Clinical & Counseling Psychology With A Focus On Childhood And Early Adolescence (Sept 12)
2. Childhood Problems & Pathologies (Sept 19)
3. Assessment (Sept 26)
4. Psychometric Assessment *Lab1a*: Personality (Oct 3)
5. Psychometric Assessment *Lab1b*: Intelligence/Adaptive Skills (Oct 10)
6. Evidence-Based Practice (Oct 17)
7. Applied Practice: Settings & Disciplines (Oct 24)
8. Laws, Ethics & Standards (Oct 31) *Assignment 1 Due*
9. Orientations & Theoretical Approaches (Nov 7)
10. Counseling/Therapy For Children & Adolescents (Nov 14)
11. Counseling *Lab2* (Nov 21)
12. Parents, Families, and Larger Systems (Nov 28)
13. Outcome Evaluation (Dec 5) *Assignment 2 Due*

Mid-term exam to be scheduled by the registrar date TBA.

EXTENSIONS/MAKE-UPS/PUNCTUALITY. In the event of a University-approved absence or a significant medical problem please see the instructor to discuss making up a missed exam, or assignment. In general, appropriate documentation (e.g. written notification from a treatment provider) will be required to schedule a make-up exam. Assignments have due dates assigned and given the ample time provided are expected to be handed in on the due date. Class will start and end on time. Punctuality is important and expected.

READING ASSIGNMENTS: A list of 17 articles is attached. All are available through the library e-journals or through the actual journal site. Readings are not duplicated by classroom activities.

CAUTIONS: If students wish to describe people and events from their own experience, they will be required to protect the identity of the persons they are describing (including the self). For example, in abnormal psychology students will often share their observations of unusual behaviors or clinical disorders in self and others. Such

information can typically be presented in class without need to provide identifying information.

REQUIRED READINGS

1. Weisz, J. R., Jensen Doss, A., & Hawley, K. M. (2005). Youth psychotherapy outcome research: A review and critique of the evidence base. *Annual review of psychology*, 56, 337-363.
2. Farmer, E. M. Z., Compton, S. N., Burns, B. J., & Robertson, E. (2002). Review of the evidence base for the treatment of child psychopathology. *Journal of Consulting and Clinical Psychology*, 70, 1267-1302.
3. Meyer, GJ, Finn, SE, Eyde, L., Kay, GG, Moreland, KL, Dies, RR, Eisman, EJ, Kubiszyn, TW, & Reed, GM (2001). Psychological testing and psychological assessment: A review of evidence and issues. *American Psychologist*, 56, 128–165.
4. Sarnoff, S. K. "Sanctified snake oil": Ideology, junk science, and social work practice. *Families in Society*, 80 (July/August 1999) p. 396-408.
5. DeVet, K., Kim, Y.J., Charlot-Swilley, D., & Ireys, H. T. (2003). The therapeutic relationship in child therapy: Perspectives of children and mothers. *Journal of Clinical Child and Adolescent Psychology*, 32, 277-283.
6. Thanansiu, P. L. (2004). Discerning healthy from abnormal sexual behaviors. *Journal of Mental Health Counseling*, 26, 309-319.
7. De Arrelano, M. A., Waaldrop, A. E., Deblinger, E., Cohen, J. A., Kmett Danileson, C., & Mannarino, A. R. (2005). Community outreach program for child victims of traumatic events. *Behavior Modification*, 29, 130-155.
8. Cohen, J.A., & Mannarino, A. P. (2004). Treatment of Childhood Traumatic Grief. *Journal of Clinical Child and Adolescent Psychology*, 33, 819-831.
9. Apsche, J.A., Evile, M. M., & Murphy, C. (2004). The Thought Change System: An Empirically Based Cognitive Behavioral Therapy for Male Juvenile Sex Offenders-A Pilot Study. *The Behavior Analyst Today*, 5, 101-107.
10. Sansosti, F. J., & Powell-Smith, K. A. (2006) Using social stories to improve the behavior of children with Asperger Syndrome. *Journal of Positive Behavior Interventions*, 8, 43-57.
11. The MTA Cooperative Group (1999). A 14-Month Randomized Clinical Trial of Treatment Strategies for Attention-Deficit/Hyperactivity Disorder. *Arch Gen Psychiatry*, 56, 1073-1086.
12. Sexton, T. L., & Alexander, J. F. (2002) Family-based empirically supported interventions. *The Counseling Psychologist*, 30, 238-261.
13. Hardwick, P.J. (2005) Engaging families who hold a strong belief in a psychosomatic approach. *Clinical Child Psychology and Psychiatry*, 10, 601-616.
14. Moore, A. M., & Minton, S. J. (2005). Evaluation of the effectiveness of an anti-bullying programme in primary schools. *Aggressive Behavior*, 31, 609-622.
15. Pelsma, D., Hawes, D., Costello, J., & Richard, M. (2004). Creating helper children as natural supports. *Journal of Professional Counselling: Practice, Theory & Research*, 32, 16-27.

16. Musquash, C. J., & Bova, D. L. (in press). Cross-cultural assessment and measurement issues. *Journal of Developmental Disabilities, 12*.
17. National Guidelines Clearinghouse (2000). Practice parameters for the assessment and treatment of children with suicidal behavior. Available online through NGC.