

Psychology 480 W23
Special Topics in Psychology:
Intro to Applied Clinical Psychology
Winter Semester
Humphrey 223
Wednesdays 2:30 – 5:30

There is a **onQ** site for this course. **All students must log in the first week of class to verify that they have been added.** This site will also be used to distribute lecture notes and supplementary materials.

Instructor Contact Information:

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TA: None

Brief Course Description:

This course is designed to orient students to the field and profession of clinical psychology. This course offers a survey of major topics in clinical psychology, including a brief history of clinical psychology; common theoretical approaches in assessment and intervention; ethical, professional and theoretical issues; and emerging trends. Students also will be briefly introduced to subspecialties within clinical psychology, such as clinical child psychology. Professional activities of clinical psychologists (e.g., consultation) will also be discussed.

Overall Course Goals/Learning Objectives:

At the end of the course, students will be able to:

1. Identify diverse roles that individuals with psychology training can hold, both with and without a Ph.D.,
2. Identify and explain the role of different assessment approaches (structured interview, behavioural observation, self-report questionnaire, psychological test, file review)
3. Demonstrate their understanding of the rationale and techniques of the major evidence-based forms of psychotherapy, including but not limited to cognitive-behavioural therapy).
4. Understand the role of the client/patient and the therapist in negotiating the therapeutic relationship including rapport building, assessment, treatment planning, compliance and closure.
5. Discuss the role of the psychologist in a multidisciplinary team and as well as the roles of other health professionals.
6. Identify and consider how to resolve common ethical issues in clinical practice.

Grading Scheme

Element of Grade		Due Date
1. Psychologists as Portrayed in the Media (Group presentations)	10%	January 18 th
2. Psychology in the News (Weekly Group Presentations)	20%	Jan 25 th , Feb 1 st , Feb 8 th , Feb 15 th
3. Exam	20%	Mar 15 th
4. Mental Status Examinations/Interviews in Psychological Disorders:		
a) Individual Paper on assigned Diagnosis	20%	Mar 22 nd (midnight)
b) Group Mental Status Examination MSE (assigned date)	15%	Mar 22 nd , 29 th & Apr 5 th
c) Portrayal of Assigned Diagnosis (assigned date)	15%	Mar 23 rd , 30 th & Apr 5 th

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Late Policy

Students who are late with an assignment are deducted 5%/day. "Late" is considered anything that is submitted after the end of the class in which the item was to have been presented / delivered. It includes items the instructor has requested prior to the delivery of a presentation (e.g., a newspaper article, a powerpoint presentation file, a clinical background for the simulation), as well as any assignment (e.g., individual paper).

Academic Integrity

Academic Integrity Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on

academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academicregulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/studentsat-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Plagiarism: Each student is responsible to know and understand what plagiarism is and how to avoid it. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Copyright of Course Materials

The course material presented is designed for use as part of PSYC480 at Queen's University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: <http://library.queensu.ca/copyright>.

Accommodation Policy

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at [Senate in November 2016](#). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

Academic Consideration for Students in Extenuating Circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science

undergraduate students can find the Faculty of Arts and Science protocol and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following contact information:

Instructor/Course Coordinator: Dr. Lindy Kilik
Instructor/Course Coordinator email address: kilikl@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

Textbooks/Readings

There is no assigned text for this course. Readings will be provided in onQ as required.

Course Outline

Class:	Topics
1. January 11 th	General Introduction to Course; Intro to first assignment: Actual and Fictional Psychologists in the Media
2. January 18 th	Assignment #1 Due-Group Presentations: Actual and Fictional Psychologists as portrayed in the Media Intro to second assignment: Psychology in the News
3. January 25 th	Assignment #2 Due-Psychology in the News: Group Presentations Practitioner Presentations: Neil Muchmore, Service Co-ordinator, community brain injury
4. February 1 st	Assignment #2 Due-Psychology in the News: group presentations Practitioner Presentations: Dr. Lindy Kilik, Neuropsychologist Seniors Mental Health PCH
5. February 8 th	Assignment #2 Due-Psychology in the News: group presentations Practitioner Presentations: TBA
6. February 15 th	Assignment #2 Due - Psychology in the News: group presentations Practitioner Presentations: Dr. Katherine Buell, CPA accreditation team, clinical psychologist
7. February 22 nd	READING WEEK
8. March 1 st	Introduction to Mental Status Examinations and Interviewing Practitioner Presentations: Professor Murray Hillier, RN, Clinical Educator & professor
9. March 8 th	Lecture: How to Conduct a Mental Status Exam Practitioner Presentations: Dr. Su Buchanan, Clinical Psychologist, Family Health Team
10. March 15 th	<u>Exam</u>
11. March 22 nd	Assignment #3 Due: <u>Individual Papers on Mental Disorders DUE</u> MSE of a Mental Disorder: group assessment simulation exercise (2 simulations in each class)
12. March 29 th	MSE of a Mental Disorder: group assessment simulation exercise (2 simulations in each class)
13. April 5 th	MSE of a Mental Disorder: group assessment simulation exercise (2 simulations in each class)