

Psychology 983
Advanced Child and Adolescent Therapy
Winter 2026

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Course Description: This course introduces clinical students to advanced theory and practice of psychological intervention with children and adolescents. Therapeutic modalities and treatment-specific protocols will be presented and discussed. Treatment specifics including intake, assessment, treatment planning and protocols, treatment evaluation, treatment summaries and discharge planning will be the evaluated practical components of the course. Standards of practice, common ethical issues, guidelines and laws relevant to intervention with children and adolescents will be reviewed over the duration of the course.

General Course Goal: Acquire knowledge of and skill development in advanced intervention with children and adolescents. Further, treatment-specific protocols for 8 common child and adolescent intervention presentations will be learnt and provided for future reference and usage.

Course Learning Outcomes:

1. The clinical student will acquire skills in the preparation and delivery of the initial intake interview, consent form review and discussion, initial interview report, and case conceptualization.

Assessed by: Practical Component, Supervision (Peer and Instructor), and Documentation

2. The clinical student will acquire knowledge about, prepare materials for, and deliver a treatment plan for their individual client, including demonstrating individual therapy skills, goals, home practice assignment, and building rapport.

Assessed by: Practical Component, Supervision (Peer and Instructor), and Documentation

3. The clinical student will demonstrate knowledge of the uses and interpretation of a variety of measures of behaviours, emotions, and clinical outcomes in therapy with children and youth.

Assessed by: Presentation, Practical Component, and Supervision (Peer and Instructor)

4. The clinical student will demonstrate a conceptual understanding of the ethical dilemmas in providing interventions to children and youth, including CPBAO and CPA ethics, standards for practice, and relevant legislation.

Assessed by: Supervision (Peer and Instructor), and Documentation (as required)

5. The clinical student will demonstrate skill in writing treatment intake report, therapy progress notes, treatment summary report and evaluation for their individual client.

Assessed by: Supervision (Peer and Instructor), Presentation, and Documentation

Course Reference Materials:

CPBAO standards of practice: <https://cpo.on.ca/members/professional-practice/standards-of-professional-conduct/>

CPBAO legislation: <https://cpo.on.ca/resources/reference-library/?rsc=legislation-regulations-bylaws>

Canadian Psychological Association (2017). CPA code of ethics for psychologists (4th edition). Available online.

Evans, D. R., & Dobson, K. S. (2021). Law, standards and ethics in the practice of psychology: 4th edition. Thompson, Reuters, Carswell Pub.

Course Timeline:

Lectures: 3 hours Mondays

Practical: 4.5 hours Weekly Wednesdays or Thursdays:

- 2 hour assigned client (hour session; 30 minutes debrief; 30 minutes note completion)
- 1.5 hour observe peer and client (hour session; feedback note; 30 minutes debrief)
- 1 hour treatment review and planning next session for individual client

5 Jan 2026	Lecture 1	Syllabus Review. Assigning presentation topics and dates. Lecture: Intake process and procedures including the interview format with the client, possible parent involvement, ethical situations, troubleshooting the consent and intake interview.
12 Jan 2026	Lecture 2	Lecture: Assessment of symptoms for therapy and tracking symptom change. Different measures to use for repeated assessment and outcome measurement.

		Case conceptualization and treatment modalities. Assignment of individual clients.
19 Jan 2026	Lecture 3	Lecture: Intersectionality and multiculturalism in the context of treatment with children and youth. Completing treatment notes and treatment plans.
21, 22 Jan 2026	Practical	Intake Interview. Complete and submit intake note by 2pm (morning sessions) and 6pm (afternoon sessions).
26 Jan 2026	Lecture 4 Dr. Davidson-Harden	Guest Lecture 1-3pm: Dr. Jennifer Davidson-Harden Important considerations, approaches and techniques for in-patient psychiatric child and adolescent therapy. Peer Supervision: Present clients and review intakes.
28, 29 Jan 2026	Practical	Session 1. Assessment Measures (if any) and first treatment session. Case conceptualization, initial assessment and treatment note due next day by 5pm.
2 Feb 2026	Lecture 5	Two presentations (45 minutes each; 15 minutes question period). Peer supervision: Review session 1.
4, 5 Feb 2026	Practical	Session 2. Note due 2pm (morning sessions) or 6pm (afternoon sessions).
9 Feb 2026	Lecture 6	Two presentations (45 minutes each; 15 minutes question period). Lecture: Pitfalls with home practice, trouble shooting, and factors for improving home practice. Peer supervision: Review session 2.
11, 12 Feb 2026	Practical	Session 3. Note due 2pm or 6 pm.
16 Feb 2026	No Class	Reading Week
23 Feb 2026	Lecture 7	Two presentations (45 minutes each; 15 minutes question period). Lecture: Common parental considerations and issues in child and adolescent therapy (i.e., AI usage). Peer supervision: Review session 3.
25, 26 Feb 2026	Practical	Session 4. Reassessment as necessary. Note due 2 pm or 6pm.
2 Mar 2026	Lecture 8	Two presentations (45 minutes each; 15 minutes question period). Peer supervision: Review session 4.
4, 5 Mar 2026	Practical	Session 5. Note due 2pm or 6pm.
9 Mar 2026	Lecture 9 Dr. Phillips	Guest Lecturer 1-3pm: Dr. Sian Phillips Important considerations, approaches and techniques for attachment and trauma therapy with children and adolescents. Peer supervision: Review session 5.

11, 12 Mar 2026	Practical	Session 6. Note due 2pm or 6pm.
16 Mar 2026	Lecture 10	Lecture: Treatment outcome evaluations and treatment summary reports.
18, 19 Mar 2026	Practical	No practical – March Break
23 Mar 2026	Lecture 11 Dr. Clifford	Guest Lecturer 1-3pm: Dr. Tess Clifford Important considerations, approaches and techniques in therapy with neurodivergent children and adolescents. Lecture: Planning for Discharge.
25, 26 Mar 2026	Practical	Session 7. Discharge Session. Last note due as normal. Treatment evaluation and treatment summary due 1 week after final session by 5pm.
30 Mar 2026	Lecture 12	Presentation of treatment outcome, summary and evaluation (15 minutes each) for individual client. Course wrap up, review and course evaluation.

Assessment:

1. Intervention preparation and delivery (50% of overall mark)*

Documentation: 30%

Intake note -3

Case conceptualization note -4

Treatment plan -5

4 session notes -8

Treatment summary -5

Treatment evaluation -5

Therapeutic delivery: 20% (intro skill; developing skill; advanced skill; expectations at experience level – 2 marks each); template for observation and reflection

Rapport building

Ethical considerations and resolutions

Pacing and didactic

Personal process and self-care

Transition and timings in session

Prep of materials

Consent

Termination discussion

Discharge planning

Review with parent (homepractice, progress)

2. Presentation and materials for delivering therapeutic intervention for a specific mental health concern (30% of overall mark)*

How it presents in children and adolescents (3 marks)

How do you assess (if at all?) (3 marks)

Empirically-based treatment options (4 marks)

Present 1 8-week treatment plan (10 marks)

Provide all references for 8-week treatment plan books/websites, etc. as well as all handouts for the sessions (10 marks)

3. During weekly sessions and seminar meetings, we will be engaging in weekly group supervision (15% of overall mark). Broader themes and specific instances from each treatment session week will be discussed in the context of:

Rapport building

Ethical considerations and resolutions

Pacing and didactic

Personal process and self-care

Transition and timings in session

Prep of materials

Consent

Termination discussion

Discharge planning

Review with parent (homepractice, progress)

Participation mark of 15% will be based on preparedness, contributions, flexibility and awareness, delivery of constructive feedback to peers, reception of constructive feedback.

4. Presentation of overall treatment summary, outcome and evaluation (5% of overall mark)*

Brief review of client conceptualization and treatment plan – 1 mark

Treatment summary and outcomes for client – 2 marks

Self-evaluation and identified areas for future consideration with clients – 2 marks

***10% mark reduction per day if completed/submitted late without documentation**

Foundational and Functional Competencies in Professional Psychology Training in the Course:

	Functional Competency: Intervention
Foundational Competencies	
Individual, social, and cultural diversity	Lecture 1
Indigenous inter-culturalism	Lecture 3
Evidenced based knowledge and methods	All Lectures Peer Presentations

Professionalism	All Lectures Supervision
Interpersonal skills and communication	Practical Component Documentation
Reflective practice, bias evaluation	Practical Component Supervision
Ethical standards, laws, policies	All Lectures Practical Component, Supervision
Interdisciplinary collaboration and service settings	Treatment Summary

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

Questions about the Course and Contacting the Teaching Team: Please contact Dr. Benn or Dr. Buchanan related to course content, assignments, or practical components. Both parties would prefer to be contacted via email (cc'd to both).

Course Announcements: A slide deck for each lecture weekly will be emailed. The course assignments will also be emailed.

Course Feedback: The class will participate in a formal evaluation at the end of term. Additionally, feedback is encouraged at any time via email or discussion with the instructors to ensure clear communication, transparency and to promote maximal learning.

Accommodations for Disabilities: Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodation 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.

For guidance on submitting requests, please see refer to the Resource Guides available on the [Academic Consideration website](#) under "Applying for Academic Consideration."

If you need to request academic consideration for this course, you will be required to provide the following name and email address to ensure it reaches our team accordingly:

Dr. Kelly Benn/Psyc 983/ bennk@queensu.ca

Dr. Susan Buchanan/Psyc 983/ susan.buchanan@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 verified. Any delay in contact may limit the Consideration options available.

Please follow up with Dr. Benn and Dr. Buchanan using email within 2 days of receiving verification of your Consideration request.

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](#).

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. 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).

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), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery, use of forged materials, contract cheating, unauthorized use of intellectual property, unauthorized collaboration, failure to abide by academic rules, departure from the core values of academic integrity, 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 appropriate to the severity of the departure 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.

Copyright of Course Materials: Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution (including note sharing sites), posting, sale or other means of dissemination without the instructor's *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Technology Requirements: This course requires a viewer for the lecture slides (e.g., Power Point), a word processing document (e.g., Microsoft Word), a PDF reader, and access to the videoconferencing platform Zoom.

Textbook/Learning Materials: There are no required textbooks for Psyc 983, new or second hand. All slides and articles (if any) will be provided as a power point/PDF to the students without a fee.

Learning materials may be borrowed and returned from a therapy book and materials library provided by the instructors with a sign out system and no fee.

Handouts for therapy sessions, both for the entire class and individual therapy sessions, will be printed by the instructors at no charge incurred by the student.

Equity, Diversity and Inclusivity Statement: Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples (official Queen's University policy).

Land Acknowledgement: Queen's University, on the land of the Haudenosaunee and Anishinaabe, the Dish with One Spoon Treaty partners. We acknowledge the Indigenous People as the original owners and stewards of the lands we live and work upon. Without recognizing the ongoing legacy and respect of the Original Owners of this land, our presence today, as was in the past and onward into the future, would not exist as we know it.