

Field Research Course

Comparative Models of Practice and Training in Clinical Psychology: Cross National Perspectives

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Course Outline

Course Objectives

This course is offered to undergraduate students in their 3rd or 4th year in the Faculty of Social Sciences. The goal of the course is to undertake a comparative analysis of the models of practice and training in clinical psychology in North America and in Europe. By studying and comparing the models of practice and training, students will gain in-depth knowledge of what constitutes clinical training in psychology, the impact on the practice of clinical psychology, and on access to quality mental health care. Differing models of practice and training may reflect diverse cross-national values regarding mental health and treatment, and may be affected by social, cultural, and economic factors. For students completing a degree outside of the field of psychology this course will help to develop knowledge related to cross national perspectives on mental health, and to develop skills at interviewing and integrating information from various sources that can be transferred to various fields.

The first part of this Field Research Course will take place in Ottawa (three online or in-person lectures, plus an assignment). The second and larger part of the course will take place in Bergamo, Italy (three weeks of field research in Italy).

Teaching Methods

The objectives of the course will be achieved by two learning modes. First, didactic lectures will provide an overview of training and practice in clinical psychology as it occurs in Europe and North America. Lectures and readings will take place both at the University of Ottawa (uOttawa) in Canada and at l'universita degli studi di Bergamo (UniBG) in Italy. Second, students will undertake field research in Canada and in Italy by interviewing faculty and students of graduate training programs in clinical psychology and practicing psychologists. Students will

employ basic qualitative methods for thematic analyses of the interviews. The research will include groups of 3 or 4 multidisciplinary student teams interviewing students and professionals, reviewing and describing training and professional licensure requirements for clinical psychology in Canada and Italy, and compiling findings in a written report.

There are three main learning outcomes that students can expect from this course. First, students will gain first-hand experience of training in clinical psychology in two countries, and the social, economic, and cultural determinants of these difference. Second, students will learn the basics of interviewing for a qualitative study, and of basic thematic analysis of interview transcripts. Third, the students will learn how to effectively write a report based on what they learn from the didactic lectures, review of documentation, and field research. The report will compare training and practice in clinical psychology in Europe (Lombardia, Italy) and North America (Ontario, Canada), considering social, cultural, and economic factors. The report will also explore the potential for developing a joint degree in psychology at the uOttawa and UniBG based on the comparative analysis.

The course, interviews, lectures, and small group meetings will occur in English.

Timetable

Dates	Content	Reading or Activity	Cultural Activity
Lecture 1 (Ottawa) 3 hours in class.	Introduction to the course Clinical psychology in Canada	<u>Readings:</u> Hunsley and Lee (2017), Ch. 1 and 2 Mittelstaedt & Tasca (1988)	
Lecture 2 (Ottawa) 3 hours in class. 1 hour interview.	Introduction to Bergamo, Italy. Logistics of travel. The basics of qualitative interviews and thematic analysis	<u>Reading:</u> Braun & Clarke (2006) <u>Assignment:</u> Short group interviews of clinical psychology students, clinical psychologists, or psychology faculty in Canada.	Walking tour of Centre for Psychological Services and Research at uOttawa.
Lecture 3 (Ottawa) 3 hours in class.	Students report back on group interviews	<u>Readings:</u> CPA ethics guidelines CPA Accreditation Guidelines for Doctoral Programs in Psychology <u>Class work:</u> Rudimentary thematic coding done in class.	

Week 1 (Bergamo) 3 hours, morning. 2 hour, afternoon.	Meet and greet students at the international program in Clinical Psychology UniBg.		Social event. Spritz in Citta Alta. (afternoon)
(Bergamo) 3 hours, morning. 2 hours afternoon.	Lectures by UniBg faculty about training and practice in clinical psychology in Italy.		Walking Tour of Bergamo and Carrara Museum (afternoon)
(Milan) 8 hours all day.	Meet and interview leaders of regional associations in Italy (Ordine degli Psicologi della Lombardia) in Milan, Italy	<u>Class work:</u> Professor-directed group discussion of the major themes from interviews and how they compare to Canadian counterparts. <u>Reading:</u> Network for Psychotherapeutic Care in Europe (NPCE)	1 day, including visit to historic sites in Milan (afternoon)
(Bergamo) 4 hours, morning.		<u>Class work:</u> Discuss and preliminary coding of Milan interviews	
(Bergamo) 4 hours, morning. 2 hours, evening.	How to organize a report/report writing. Learning to use TRELLO.	<u>Assignment:</u> Assign report-writing duties and divide tasks among 3 or 4 groups of students.	An evening of Italian music or theatre in Bergamo. (evening)
Week 2 (Bergamo) 4 hours, morning.	Interview academic faculty in clinical psychology UniBg.	<u>Readings:</u> EuroPsy (n.d.) University of Bergamo (n.d.) University of Ottawa (n.d.)	
(Bergamo) 4 hours morning.		<u>Class work:</u> Discuss and preliminary coding of interviews	
(Bergamo) 4 hours, morning.	Meet and interview directors of psychotherapy training schools in Bergamo	<u>Reading:</u> NPCE (n.d.)	

(Bergamo) 4 hours, morning.	Meet and interview students in professional training schools in Bergamo.	<u>Class work:</u> Discuss and preliminary coding of interviews	
(Bergamo) 4 hours, morning.	Integrating the qualitative data and readings.	<u>Class work:</u> Professor-directed group discussion of the major themes from interviews and how they compare to Canadian counterparts. Small group work.	
Week 3 (Bergamo) 4 hours, morning.	Major themes, similarities, and differences in training and practice – Italy/Canada. Exploring a dual degree in Psychology: UniBg and uOttawa.	<u>Class work:</u> Professor-led discussions. Small group work	
(Bergamo) 4 hours, morning.	Writing the report	<u>Class work:</u> Small group work	
(Bergamo) 4 hours, morning.	Writing the report	<u>Class work:</u> Integrating the report.	
(Verona or Como) 8 hours.			Day trip to Verona or Lake Como. Farewell dinner/social.

Participation

This course requires a high level of participation from students, including meeting and interviewing several students and psychologists in Canada and in Italy. The course also requires the student to have a capacity to work cooperatively in small groups, conduct themselves in a professional manner, and good conceptualizing and writing skills. Students will be in class or on a field trip every weekday while in Bergamo. Although students do not always have scheduled activities in the evenings or on weekends, they are encouraged to complete the readings during those times.



Students must have a laptop during the course, including while in Italy. Students can access the internet while at the UniBg campus through eduroam.

For the group work and group-based report, students will be placed into small teams and use TRELLO, a free to use program management software to document their work (www.trello.com). TRELLO allows the team and the professor to know who is working on what part of the project, who is contributing, how much they contributed, and what is the progress of the project.

Assessment Methods

The professor will review and monitor TRELLO to assess documented contributions of each student to their portion of the project report (comments, discussion, attached articles, uploaded files). This will inform the professor of the student's "participation" grade for the course.

Students will also complete an online Peer Evaluation of Teamwork form. Students will rate the contributions to the written report and group discussions of each member of their small team. The professor will use this to assign a small "small group work" grade.

The components of the report completed by each team will be graded and the professor will assign a grade to each team that reflects the quality and completeness of the team's contribution to the report.

Attendance will be taken at each class and field trip activity, and this will also contribute to the participation grade.

Participation: 30%

Small group work: 30%

Team-based written report: 40%

Readings

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>

Canadian Psychological Association (2017). Canadian code of ethics for psychologists (4th ed.). Retrieved from: https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

Canadian Psychological Association (2021). Proposed revisions for the 6th revision of the accreditation standards for doctoral and residency programs in professional psychology (pp. 1 to 27). Retrieved from:



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<https://cpa.ca/docs/File/Accreditation/Proposed%20Revisions%206th%20Revision%20C PA%20Accred%20Stds.pdf>

EuroPsy (n.d.). European certificate in psychology. Retrieved from:

<https://www.europsy.eu/quality-and-standards/europsy-basic/national-requirements>.

Hunsley, J. & Lee, C.M. (2017). *Introduction to clinical psychology: An evidence-based approach* (4th ed.). Chapters 1 and 2. Wiley.

Mittelstaedt, W., & Tasca, G. (1988). Contradictions in clinical psychology training: A trainees' perspective of the Boulder Model. *Professional Psychology: Research and Practice*, 19(3), 353–355. <https://doi.org/10.1037/0735-7028.19.3.353>

Network for Psychotherapeutic Care in Europe NPCE (n.d.). *Italy*. Retrieved from:

<http://www.npce.eu/italy.html>.

University of Bergamo (n.d.). *Curriculum: Clinical psychology for individuals, families, and organizations*. Retrieved from: <https://ls-pc.unibg.it/en>.

University of Ottawa (n.d.). *Experimental psychology program*. Retrieved from:

<https://socialsciences.uottawa.ca/psychology/programs/experimental-psychology>.

SEXUAL VIOLENCE PREVENTION

The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit [Sexual violence: support and prevention](#).

RESOURCES FOR YOU

Information About Bergamo

<https://en.wikipedia.org/wiki/Bergamo>

<https://www.visitbergamo.net/en/>

<https://www.nytimes.com/2010/12/19/travel/19bergamo-overnighter.html>

Canadian Embassy and Consulate in Italy

In case of an emergency or passport related issues, contact the Canadian Embassy in Rome or the Canadian Consulate in Milan.

Embassy of Canada – Rome

Via Zara 30, Rome 00198, Italy

Telephone: +39 06-85444-1 (recorded information available)

Email: consul.rome@international.gc.ca



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Internet: <https://www.Canada.ca/Canada-And-Italy>

Consulate of Canada – Milan

3, Piazza Cavour, 6th floor, 20121 Milan, Italy

Telephone: +39 02 6269-4238

Email: milan@international.gc.ca

Internet: <https://www.Canada.ca/Canada-And-Italy>

Emergency Services in Italy

Dial 112 on your phone.

University of Ottawa Resources

[Faculty Mentoring Centre](#)

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Mentoring Centre is there to help students continue on their path to success.

A student may choose to visit the Mentoring Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

[Academic Writing Help Centre](#)

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

Master the written language of your choice

Expand your critical thinking abilities

Develop your argumentation skills

Learn what the expectations are for academic writing

[Counselling Services](#)



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There are many reasons to take advantage of the Counselling Service. We offer:

Personal counselling

Career counselling

Study skills counselling

[Human Rights Office](#)

Mandate:

To provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

Contact information:

1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: respect@uOttawa.ca

[Academic Accommodations](#)

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away: in person in [our office online](#) by phone at 613-562-5976

Deadlines for submitting requests for adaptive measures during exams: midterms, tests,

deferred exams: seven business days before the exam, test or other written evaluation

(excluding the day of the exam itself final exams:

- November 15 for the fall session

[Career Development Centre](#)

Career Development Centre offers various services and resources in career development to enable you to recognize and enhance the employability skills you need in today's world of work.

[Campus Activities](#)

Student events aimed at fulfilling all sorts of student needs.

BEWARE OF ACADEMIC FRAUD!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the [Writing and Style Guide for University Papers and Assignments](#).

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of “F” for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to the [Student's Guide to Academic Integrity](#) and the [Academic Integrity Website \(Office of the Provost and Vice-President, Academic Affairs\)](#).