

**PSYC 433**
**Clinical Psychology**
**Fall 2022**
**Instructor:** Kristin Russell, PhD, R.Psych.

**Lecture location:** SA147, R 18:00-20:45

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**Office Hours:** Email to set up an appointment

### Course Description

This course is designed to introduce students to the knowledge base, ethical orientation, practical skills and research focus required of clinical psychologists. Students will learn about the professional components of the field, including training models, codes of conduct, and regulatory aspects of the profession. The course will cover applied skills involved in assessment, diagnosis, and therapy. A number of theoretical models of therapy will be discussed. Students will also be introduced to empirical research on topics discussed.

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Evaluate and formulate a case study	Case Study assignment	1,2,4,5,6,7	C, A
Describe knowledge as related to the broad field of clinical psychology	Exams	1,2,5,7	C, A
Critically evaluate research	Article critique assignment, exams	1,2,4,7	C, A
Recall and recognize diagnostic, assessment, and intervention theories and methods	Exams	1,2	C
Identify ethical principles and dilemmas	Exams, assignments	1,2,4,5,6	C
Describe and apply theoretical and practical aspects of specific intervention methods	Case study assignment and exams	1,2,4,5,7	C, A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,\* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### **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 also 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.

### **Prerequisites**

Psychology 300 and 301; Psychology 385; Admission to the Psychology major or Honours program

### **Required Text**

Lee, C.M. & Hunsley, J. (2018). Introduction to Clinical Psychology: An Evidence-based Approach (4<sup>th</sup> Edition). New York: J. Wiley and Sons.

Available at University Bookstore. Also available through John Wiley, as an e-Book. Go to: <https://www.wiley.com/en-ca/Introduction+to+Clinical+Psychology%2C+4th+Edition-p-9781119301516>

### **Additional required reading:**

Olatunji, B. Parker, L., Lohr, J. (2005). Pseudoscience in contemporary psychology: Professional issues and implications. *The Scientific Review of Mental Health Practice*. 4(2), 19-36. Access to this article is available through the University of Calgary Library website.

### **Assessment Methods**

<b>Component</b>	<b>% of Grade</b>	<b>Material</b>	<b>Date</b>
Midterm	30%	Chapters 1-7, required reading, and lecture material	October 20, 2022
Assignment 1	20%	Journal article provided	November 2, 2022
Assignment 2	20%	Case study and questions provided	November 30, 2022
Final Exam	30%	Chapters 8 -12, 14, 15, & lecture Material	Set by Registrar

### **Exam guidelines**

Exams in this course are closed book. The use of resources, including class notes, the textbook, online resources, and calculators is prohibited during the exams in this course. Students may not communicate with others about course material or the exam either in person or electronically during exams. Each test will consist of multiple choice, short answer, and long answer written questions. Assigned textbook chapters, assigned readings, and lecture material delivered prior to the exam date are eligible to appear on the exam.

### **Assignment guidelines**

The **article critique** will consist of an APA-style paper of no longer than 7 pages in length (typed, double-spaced, 12-point font, not including a cover page or reference page). An article will be provided for this assignment on the course D2L site. The article critique must include: (1) APA format cover page (not

included in page limit); (2) a *brief* description of the study; (3) a discussion of the methodology and research design, including the strengths and limitations of the methodology; and (4) a conclusion that discusses possible “next steps” in the development of the research described in the article. Where possible, the strengths and limitations should be tied to the concepts of validity (e.g., internal, external, statistical, clinical) and reliability. In other words, it is not enough to state that a particular aspect of the study is a limitation, you must explain *why* it is a limitation in the context of the properties of a scientifically sound study. Evaluation will be based on your ability to demonstrate background knowledge, critically evaluate the article including both its purpose and design, discuss ethics in research, and communicate effectively while adhering to the assignment guidelines. Insights in the article review should go beyond those mentioned in the Discussion section of the provided article. APA formatting will be included as part of the evaluation.

Formatting details and a sample APA-style paper are provided here: <https://apastyle.apa.org/style-grammar-guidelines>. You will find additional guidance on how to critically evaluate a research study on p. 100 of your textbook. More specific details will be provided (in class/on D2L) that will include a brief exercise, information about grading, and expectations. Without instructor approval, late assignments will be penalized 10% per day, including weekends. Assignments more than 5 days late will not be accepted, without prior approval from the instructor. This assignment should be submitted to the relevant dropbox on D2L, and is due at or before **11:59pm on November 2, 2022**.

The **case study assignment** will involve analysis of a clinical case which incorporates principles learned about assessment, treatment, and other clinical aspects throughout the term, and allows for integration of the course material. A specific case description will be provided and the assignment will consist of several questions to respond to regarding assessment, case formulation, diagnoses, ethical issues, and treatment. Grading of this assignment will be based on the quality of question responses (e.g., completeness, comprehensiveness, reference to the literature, critical thinking). Without prior instructor approval, late assignments will be penalized 10% per day, including weekends. Assignments more than 5 days late will not be accepted, without prior approval from the instructor. This assignment should be submitted to the relevant dropbox on D2L by **11:59pm on November 30, 2022**.

### **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: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>.

### **Department of Psychology Criteria for Letter Grades**

Psychology course instructors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance*. An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### 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%

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-). \*\*Please note- grades will not be adjusted based on how close one is to the next letter grade or other reasons (e.g., scholarship funding, future academic plans, performance in other courses).

### Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due Date
T Sep 6	<i>First day of lectures</i>
R Sep 8	<b>Course Introduction</b> Chapter 1 A Brief History of Clinical Psychology Chapter 2 Contemporary Clinical Psychology
R Sep 15	Chapter 2 Professional Issues and Ethics Chapter 3 Classification and Diagnosis <i>Last day to drop a class without financial penalty</i>
F Sep 16	<i>Last day to add or swap a course</i>
R Sep 22	Chapter 3 Classification and Diagnosis continued Chapter 4 Research Methods (selected topics) and Pseudoscience

	<i>Reading: Science and Pseudoscience (Olatunji et al., 2005)</i>
F Sep 23	<i>Fee payment deadline for Fall Term full and half courses.</i>
R Sep 29	Article Review exercise and discussion with TA Natalia Docteur
F Sep 30	<b>University Closed National Day for Truth and Reconciliation</b>
R Oct 6	Chapter 5 Assessment Overview Chapter 6 Assessment Interviewing and Observation
M Oct 10	<b>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</b>
R Oct 13	Chapter 7 Assessment Intellectual and Cognitive Measures Chapter 8 Assessment Self Report and Projective Measures
R Oct 20	<b>Midterm Chapters 1, 2, 3, 4, 5, 6, 7, 8 plus reading and lecture material</b>
R Oct 27	Chapter 9 Assessment Integration and Clinical Decision making Chapter 10 Prevention
W Nov 2	<b>Article Review assignment due to dropbox</b>
R Nov 3	Chapter 11 Intervention Overview Chapter 12 Intervention: Adults/Psychotherapy Research Evidence Based Treatments and Clinical Practice Guidelines
<b>Nov 6-12</b>	<b>Term Break No Classes</b>
F Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
R Nov 17	CBT and Third Wave Therapies
R Nov 24	Chapter 14 Intervention: Identifying Key Elements of Change
W Nov 30	<b>Case Study Assignment due to dropbox</b>
R Dec 1	Chapter 15 Specialty Areas in Clinical Psychology: Forensic Psychology Topic
W Dec 7	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 10-21	Fall Final Exam Period <b>Final exam TBD- scheduled by registrar</b>

## **Extra Research Participation Course Credit is Not Offered for this Course.**

### **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](mailto: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 <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

### **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 (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> ) 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, September 15, 2022**. Last day add/swap a course is **Friday, September 16, 2022**. The last day to withdraw from this course is **Wednesday, December 7, 2022**

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>