

Psychology 433 Introduction to Clinical Psychology Summer 2020

Instructor:	Calandra Speirs, Ph.D.	Lecture Location:	Online, D2L
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Course Description and Goals

This course will serve as an introduction to the field of clinical psychology. Students will learn about the professional aspects of the field, including training models, codes of conduct and regulatory aspects of the profession. The typical functions of clinical psychologists will be covered, including psychological assessment and therapy. A number of theoretically distinct approaches to therapy will be discussed. Towards the end of the term we will discuss recent extensions of clinical psychology into new domains of practice and some of the issues that arise from such changes.

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 psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Evaluate and formulate a specific 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, assignments	1, 2	C
Identify and address 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, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Course Prerequisites

Psychology 300 and 301 or 312 – Experimental Design and Quantitative Methods for Psychology, Psychology 385 – Abnormal Psychology, and Admission to the psychology major

Required Text:

Lee, C., M. & Hunsley, J. (2018). Introduction to Clinical Psychology: An Evidence-Based Approach (4th Edition). New York, NY: Wiley. Available as an e-book through the Campus Bookstore: <https://calgary-store.vitalsource.com/products/introduction-to-clinical-psychology-john-hunsley-catherine-m-lee-v9781119403067?term=9781119301516>

Assessment Methods

Component	% of Grade	Material	Due Date
Article Review	20	Journal article provided	July 16, 2020
Midterm (to be held during class time)	25	Chapters 1-9 (except 4) and lecture material	July 21, 2020
Case Study	20	Case study/questions provided	August 6, 2020
Final Exam (Take-Home)	25	Chapters 10-15 and lecture material	August 14, 2020
Reflective Journal	10	Journal reflections (five entries total, worth 2% each)	August 17, 2020

Article review: The article review will consist of a paper of **maximum 7 pages** in length not including cover page (typed, double spaced, one-inch margins, 12-point font, APA style 7th edition), which describes (1 page maximum), and then discusses (3-5 pages) the methodology, strengths and limitations of an original research article (not a theoretical article), and concludes with a one page discussion of possible “next steps” in the development of the research described in the article. Evaluation criteria will include your ability to demonstrate background knowledge, critically evaluate the article including both its purpose and design, discuss ethics in research, and communicate effectively. Insights about the article should go beyond those mentioned in the Discussion section of the article. You may choose one of three possible articles from a recent issue of the Journal of Consulting and Clinical Psychology assigned by your instructor and available on the course D2L page. Details and a sample APA-style paper are provided at: <https://owl.english.purdue.edu/owl/resource/560/18/>. You will find additional guidance on how to critically evaluate a research study on p. 100 of your textbook. Without instructor approval, a penalty of 5% of the grade per day (including weekends) will apply to all incomplete or late papers. Assignments more than 7 days late will not be accepted, without instructor approval. The article review is due via the course’s D2L dropbox on **Thursday, July 16, 2020 by 4:00pm**. This assignment will receive a maximum of 20/100 points towards the final grade.

Midterm examination: This exam will be “open-book,” that is, you may consult with the textbook, lecture notes posted in D2L, or your own written class notes, but you may not consult with your peers or search for information online. The midterm will cover the material from Chapters 1 to 9 (except 4) in the assigned text, and the lectures up to and including the end of Thursday, July 16, 2020. The examination will consist of a total of 20 multiple choice, 5 short answer, and 2 paragraph style questions. The examination will take place on D2L on **Tuesday, July 21, 2020 between 12:00pm-1:00pm**, and you will have a total of one hour to complete the examination. The examination will generate a maximum of 25/100 points towards the final grade.

Case study: The case study assignment will involve analysis of one clinical case (from a selection of two cases), which incorporates principles learned about assessment and treatment throughout the term and allows for integration of the course material. Case descriptions will be provided by July 16, 2020 with questions to respond to regarding assessment, case formulation, diagnoses, ethical issues, and

treatment. This will be a **maximum 5-page** case study (typed, double-spaced, one-inch margins, using 12-point font, and APA style 7th edition). The case study is due via the course's D2L dropbox on **Thursday, August 6, 2020 by 4:00pm**. This assignment will receive a maximum of 20/100 points towards the final grade. Without instructor approval, a penalty of 5% of the grade per day (including weekends) will apply to all incomplete or late papers. Assignments more than 7 days late will not be accepted, without instructor approval.

Final examination: This exam will consist of a “take-home” examination covering the material from Chapters 10 to 15 in the assigned text, and the lectures from the beginning of class on July 23, 2020 and up to and including the end of August 12, 2020. The examination will require responses to 5 paragraph style questions from each student, each of which will require the synthesis and integration of material from the course. The examination will be posted on the course’s D2L website by 12:00pm on Wednesday, August 12, and must be returned by **Friday, August 14 by 4:00pm** to the course’s D2L dropbox. The examination will generate a maximum of 25/100 points towards the final grade. A penalty of 5% of the grade per hour will apply to all unreturned examinations without instructor approval.

Reflective Journal: Developing reflective practice is an essential skill for individuals considering careers in the field of psychology. Reflection entails involves examining one’s own thoughts and feelings and their meaning. The goal of these assignments is to promote reflection on a) what you hope to learn/gain from the course, b) reactions to course content (reflect on 3 topics/lectures), and c) reflection on your reactions to the course and what you learned. Students will be asked to complete five journal entries, worth 2% each. Each journal entry may be approximately 1-3 pages typed, 12-point font, double-spaced, though there will be no penalty for journal entries up to 4 pages each. A recommended timeline for journaling is provided as follows: Complete first journal entry after the first week of class (by July 3), the next three between July 4-August 12, and the final entry toward the end of the class (by August 17). It is up to the student if they choose to follow this recommended timeline. **The journal entries are not required to be submitted after each entry, to allow for revisiting and reflection on previous entries by students and flexibility in topic reflection. The journal must be submitted in its entirety to the course’s D2L dropbox by Monday, August 17, 2020 by 4:00pm.**

Department of Psychology Criteria for Letter Grades

Psychology professors 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%

As stated in the University Calendar, 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-).

Tentative Lecture Schedule

Date	Topic/Readings/Due Dates
M June 29	<i>Summer Term Lectures Begin</i>
T June 30	Course Introduction Chapter 1: The Evolution of Clinical Psychology
W July 1	<i>University Closed, Canada Day</i>
Th July 2	Chapter 2: Contemporary Clinical Psychology
F July 3	<i>Last day to add/drop or swap summer courses.</i>
T July 7	Chapter 3: Classification and Diagnosis
Th July 9	Chapter 5: Assessment Overview and Chapter 6: Assessment - Interviewing and Observation <i>Tuition and fee payment deadline</i>
T July 14	Chapter 7: Intellectual and Cognitive Measures
Th July 16	Chapter 8: Self-Report and Projective Measures and Chapter 9: Assessment Integration and Clinical-Decision Making Article Critique due 4:00pm
T July 21	Midterm Examination 12:00-1:00pm MST on D2L
Th July 23	Chapter 10: Prevention
T July 28	Chapter 11: Intervention – Overview
Th July 30	Chapter 12: Intervention – Adults and Couples
W August 3	<i>University Closed, Heritage Day</i>

T August 4	Chapter 13: Intervention – Children and Adolescents (Guest Lecturers: Dr. Justine Thacker, Clinical Psychologist - Alberta Children's Hospital; Claire McGuinness, M.Sc. Student, and Camille Mori, M.Sc. Student)
Th August 6	Chapter 14: Intervention: Identifying Key Elements of Change (Instructor Lecture and Guest Lecturer: Julie Gorenko, M.Sc., Ph.D. Student) Case Study due 4:00pm
T August 11	Chapter 15: Clinical Health Psychology, Clinical Neuropsychology, Forensic Psychology and Clinical Geropsychology (Assigned Readings: Callahan, 2020; Stam & Radtke, 2020 - posted on D2L)
W August 12	Final Take-Home Examination distributed <i>Summer Term Lectures End. Last day to withdraw from full session Summer Term courses.</i>
F August 14	Final Take-Home Examination due 4:00pm
M August 17	Reflective Journal due 4:00pm

Extra research participation course credit is not offered for this course.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence from A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam

<https://www.ucalgary.ca/registrar/registration/appeals>. Students who miss a test/exam have up to 24 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 24-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 1 week of the missed test/exam during exam make-up hours provided by the department

<http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. 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 June and August 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).

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/. 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 <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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 (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) 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

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.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus

community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre), <https://www.ucalgary.ca/wellnesscentre/services>) and Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **Friday, July 3, 2020**. The last day for registration/change of registration is **Friday, July 3, 2020**. The last day to withdraw from this course is **August 12, 2020**.