

PSYC 433
Clinical Psychology
Fall 2023

Instructor:	Kristin Russell, PhD, R.Psych.	Lecture Location:	Web Based; Hybrid
Email:	Kristin.russell@ucalgary.ca	Lecture day/time:	Thursday 6-8:45pm
Office Hours:	By appointment; Via Zoom	TA:	Sydney Seidel
		TA email:	sydney.seidel@ucalgary.ca

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 a case study in domains of assessment, intervention, ethics	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, case study assignment, exams	1,2,4,7	C, A
Recall and recognize diagnostic, assessment, and intervention theories and methods	Exams, assignments	1,2,5,7	C
Identify ethical principles and dilemmas	Exams, assignments	1,2,4,5,6	I, 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 class will be an online hybrid class, with both synchronous and asynchronous class delivery. As noted in the lecture schedule below, some classes will be held live via Zoom and others will be delivered via recorded lecture which will be posted to the course D2L page by the day/time of each scheduled class. Synchronous classes will be held via live Zoom class on the respective Thursdays, 6:00pm to 8:45pm. Zoom class links will be sent out prior to the synchronous class dates. All information regarding the course, exams, and assignments will be posted on D2L and students should be diligent in keeping up to date with the information to ensure course requirements are met and to keep apprised of any changes or updates to the course information.

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 (4th Edition). New York: J. Wiley and Sons.

Available at University Bookstore. Also available through John Wiley, as an e- Book. (go to <http://ca.wiley.com/WileyCDA/WileyTitle/productCd-EHEP003073.html?filter=TEXTBOOK>).

Other required readings: Access available through the University of Calgary Library website.

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.

Lilienfeld, S. (2007). Psychological Treatments That Cause Harm. *Perspectives on Psychological Science*, 2(1), 53–70. <https://doi.org/10.1111/j.1745-6916.2007.00029.x>

Assessment Methods

Component	% of Grade	Material	Date
Midterm	25%	Chapters 1-7, required readings, and lecture material	October 12, 2023
Assignment 1	20%	Journal article provided	October 27, 2023
Assignment 2	30%	Case study and questions provided	November 30, 2023
Final Exam	25%	Chapters 8-15, & lecture Material	Set by Registrar

Exam guidelines

Exams will be administered via the Quizzes section on D2L. Exams will be 90 minutes in duration, with an additional 45 minutes allotted to accommodate any technology issues that may arise, for a total of 135 minutes. Students will be able to write the exams during a 135 minute timeframe of their choosing within the 24 hour period of the specified exam day.

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

Assignment guidelines

Assignment 1: 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). The citation for the article to be used 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 on this assignment will be provided via a Zoom class conducted by the course TA that will include a brief exercise, information about grading, and expectations. This assignment should be submitted to the relevant dropbox on D2L, and is due at or before **11:59pm on October 27, 2023**.

Assignment 2: 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 responding to questions that incorporate concepts related to assessment, case formulation, diagnoses, intervention, and ethical issues. Grading of this assignment will be based on the quality of question responses (e.g., completeness, comprehensiveness, reference to the literature, critical thinking). A detailed description of the requirements for this assignment will be posted to D2L. This assignment should be submitted to the relevant dropbox on D2L by **11:59pm on November 30, 2023**.

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. Once approved by the course instructor, and at their discretion, alternative arrangements for missed

assessments (assignments and/or exams) may be considered <https://www.ucalgary.ca/pubs/calendar/current/g-1-2.html>. Students may be asked for documentation <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>.

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

Note: A= Asynchronous; S= Synchronous

Date	Topic/Activity/Readings/Due Date
T Sep 5	<i>First day of lectures</i>
R Sep 7 S	Course Introduction Chapter 1 A Brief History of Clinical Psychology Chapter 2 Contemporary Clinical Psychology
R Sep 14 A	Chapter 2 Professional Issues and Ethics Chapter 3 Classification and Diagnosis <i>Last day to drop a class without financial penalty</i>
F Sep 15	<i>Last day to add or swap a course</i>
R Sep 21 A	Chapter 4 Research Methods (selected topics) and Pseudoscience (required readings) Chapter 5 Assessment Overview
F Sep 22	<i>Fee payment deadline for Fall Term full and half courses.</i>
R Sep 28 S	Article Review exercise and discussion with TA
S Sep 30	UNIVERSITY CLOSED National Day for Truth and Reconciliation
R Oct 5 A	Chapter 6 Assessment Interviewing and Observation Chapter 7 Assessment Intellectual and Cognitive Measures
M Oct 9	UNIVERSITY CLOSED Thanksgiving Day
R Oct 12 A	Midterm: Chapters 1, 2, 3, 4 (select topics), 5, 6, 7, plus other required readings and lecture material
R Oct 19 A	Chapter 8 Assessment Self Report and Projective Measures Chapter 9 Assessment Integration and Clinical Decision making
R Oct 26 A	Chapter 10 Prevention
F Oct 27	Article Review assignment due to dropbox
R Nov 2 S	Chapter 11 Intervention Overview Chapter 12 Intervention: Adults/Psychotherapy Research Evidence Based Treatments and Clinical Practice Guidelines
R Nov 9 S	CBT and Third Wave Therapies
S Nov 11	UNIVERSITY CLOSED Remembrance Day (Observed Monday Nov 13).
Nov 12-18	Term Break No Classes
R Nov 23 S	Motivational Interviewing Chapter 14 Intervention: Identifying Key Elements of Change
R Nov 30 S	Chapter 15 Specialty Areas in Clinical Psychology: Forensic Psychology Topic Case Study assignment due to dropbox
T Dec 5	<i>Fall Term Lectures End.</i>
W Dec 6	<i>Last day to withdraw with permission from Fall Term half courses.</i>

Dec 9-20	<i>Fall Final Exam Period</i> Final exam TBD- scheduled by registrar Final Exam: Chapters 8 – 15 and lecture material
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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 Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor

<https://www.ucalgary.ca/pubs/calendar/current/g-1-1.html> 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** [Deferred Final Exams | University of Calgary \(ucalgary.ca\)](#) 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 <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/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

(https://library.ucalgary.ca/services/copyright?_gl=1*_bcjlpn*_ga*OTY1ODc0Njg0LjE2NjkxNTA1NTM.*_ga_X4GN9Y4W7D*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA) 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 14th, 2023**. Last day add/swap a course is **Friday, September 15th, 2023**. The last day to withdraw from this course is **Wednesday, December 6th, 2023**.