

Psychology 433 Introduction to Clinical Psychology
Winter 2022

Instructor:	Candace Konnert	Lecture Location:	SH 274
Phone:	403-220-4976	Lecture Days/Time:	TR 14:00 – 15:15
Email:	konnert@ucalgary.ca	Marking TA:	Katherine Silang
		Email:	katherine.silang@ucalgary.ca
Office:	AD235C		
Office Hours:	By appointment		

Course Description

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 <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 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	1,2,5,7,8	C, A
Critically evaluate research	Article review 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, 8	C
Describe and apply theoretical and practical aspects of specific intervention methods	Case study assignment, exams	1,2,4,5,7,8	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* (4th Edition). New York: J. Wiley and Sons. Available at the 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>).

Assessment Methods

Component	% of Grade	Material	Due Date
Article Review	20	Journal article provided	Feb 17, 2022 (4:30 PM)
Midterm	30	Chapters 1-9 & lecture material Jan 11 – Feb 17, inclusive.	March 1, 2022
Case Study	25	Case study & questions provided	April 12, 2022 (4:30 PM)
Final Exam	25	Chapters 10-15 & lecture material Mar 5 - Apr 12, inclusive.	TBA

The exam format is multiple choice questions and short essays. Exams 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.

Article review: The article review will consist of an APA style paper of *maximum* 3 pages in length (typed, double spaced, one-inch margins, 12-point font, APA style 7th edition). You may choose one of two possible articles assigned by your instructor and available on the course D2L site, from a recent issue of the *Journal of Consulting and Clinical Psychology*. Your article critique must clearly indicate the article chosen for review. The critique must include: (1) APA format cover page (not included in

methodology (minimum 1 page), (2) summary of the study's research design (minimum .5 page), (3) discussion of strengths and limitations of the methodology (minimum 1 page), and (4) based on the strengths/limitations, a discussion of the importance of the strengths/limitations and possible "next steps" in the development of the research described in the article (minimum 1 page). 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 about the article should go beyond those mentioned in the "Discussion" section of the article. Formatting details and a sample APA-style student paper are provided at: <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 required textbook. Without prior approval from the instructor, a penalty of 10% of the grade per day (including weekends) will apply to all late papers. Assignments more than 7 days late will not be accepted, without prior approval from the instructor and approved documentation. The article review is due at or before **4:30 PM on February 17, 2022** submitted to the relevant dropbox on D2L.

Midterm examination: This is a closed book examination covering the material from Chapters 1 to 9 (inclusive) in the assigned text and the lectures up to and including **February 17, 2022**. The examination will consist of multiple choice and short essay questions.

Case study: The case study assignment will involve analysis of a clinical case which incorporates principles learned about assessment and treatment throughout the term and allows for integration of the course material. The case description will include 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). The case study is due at or before **4:30 pm on April 12, 2022**, submitted to the relevant Dropbox on D2L. Without prior approval from the instructor, a penalty of 10% of the grade per day (including weekends) will apply to all uncompleted papers. Assignments more than 7 days late will not be accepted without instructor approval.

Final examination: This is a closed book examination covering the material from chapters 10 to 15 (inclusive) in the assigned text and the lectures up to and including April 12, 2022. The examination will consist of multiple choice and short essay questions.

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/policies/files/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-).

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

Tentative Lecture Schedule

Date	Topic	Reading
Jan 11	First day of lectures	
Jan 11 & 13	Introduction to clinical psychology	Chapters 1 and 2
Jan 20	Last day to drop a class without financial penalty	
Jan 18 & 20	Classification and diagnosis	Chapter 3
Jan 21	Last day to add or swap a course	
Jan 25 & 27	Research methods Assessment overview	Chapters 4 and 5

Jan 28	Fee payment deadline for Fall Term full and half courses.	
Feb 1 & 3	Assessment: Interviewing and Observation, Intellectual and Cognitive Measures	Chapters 6 and 7
Feb 8 & 10	Assessment: Self-report and Projective Measures, Integration and Clinical Decision-Making	Chapters 8 and 9
Feb 15 & 17	Assessment continued	No reading
Feb 17	Article Review due, 4:30 PM	Worth 20%
Feb 21	Family Day no Classes	
Feb 22-26	Term Break No Classes	
Mar 1	Midterm exam	Chapters 1-9 and lectures January 11 to February 17 inclusive, worth 30%
March 3	Prevention	Chapter 10
Mar 8 & 10	Intervention overview	Chapter 11
Mar 15 & 17	Intervention: Adults and couples	Chapter 12
Mar 22 & 24	Intervention: Children and adolescents	Chapter 13
Mar 29 & 31	Intervention: Identifying key elements of change	Chapter 14
Apr 5 & 7	Specialty Topics	Chapter 15
Apr 12	Specialty Topics: continued	
Apr 12	Case Study due, 4:30 PM	Worth 25%
Apr 12	Last day of Lectures and last day to withdraw from a winter term half course	
Apr 19-29	Fall Final Exam Period: Exam date TBA	Chapters 10-15, lectures March 5 to April 12 inclusive, worth 25%

Supporting Documentation

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

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).

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/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 (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

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, Thursday, January 20, 2022**. Last day add/swap a course is **Friday, January 21, 2022**. The last day to withdraw from this course is **Tuesday, April 12, 2022**.

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