

Psychology 433	Introduction to Clinical Psychology		Fall 2021
Instructors:	Tamara Williamson Chelsea Moran	Lecture Location:	SS 010
Phone:	N/A	Lecture Days/Time:	Monday 17:00 - 19:45
Email:	tamara.williamson@ucalgary.ca chelsea.moran1@ucalgary.ca	Teaching Assistant:	Jenney Zhu
Office:	Virtual (Zoom)	Email:	jenney.zhu@ucalgary.ca
Office Hours:	By appointment, Mondays between 15:30-16:45	Office Hours:	N/A

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 in clinical psychology	Article review assignment, exams	1, 2, 4, 7	C, A

Recall and recognize diagnostic assessment, and interventions 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, 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. In the event of renewed public health restrictions/campus closures due to the COVID-19 pandemic, lectures will continue to be delivered virtually over Zoom in a live format (i.e., at the scheduled lecture times) and the midterm exam will be completed as a take-home examination. All necessary class materials will be posted to the course D2L page.

Prerequisites

Psychology 300 & 301 – Experimental Design and Quantitative Methods for Psychology
Psychology 385 – Abnormal Psychology

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 <https://www.wiley.com/en-ca/Introduction+to+Clinical+Psychology%2C+4th+Edition-p-9781119301516>).

Additional required reading (posted on D2L)

Schulz, K. F., Altman, D. G., & Moher, D. (2010). CONSORT 2010 statement: updated guidelines for reporting parallel group randomised trials. *Trials*, 11(1), 1-8. <https://doi.org/10.1136/bmj.c332>. Retrieved from: <https://www.bmj.com/content/340/bmj.c332>

CONSORT checklist. Retrieved from: <http://www.consort-statement.org/download/Media/Default/Downloads/CONSORT%202010%20Checklist.doc>

Assessment Methods

Component	% of Grade	Material	Due Date
Article Review	20	Journal article provided	October 18, 2021
Midterm	30	Chapters 1, 2, 3, 5, 6, 7, 8 & lecture materials	October 25, 2021
Case Study	20		November 29, 2021
Final Exam	30	Chapters 9, 10, 11, 12, 13, 14, 15 & lecture materials	December 13, 2021

Article review: The article review will consist of an APA style paper of maximum 4 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 D2L, 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 the total page count), (2) summary of the study's research design (minimum 1 page), (3) discussion of strengths and limitations of the methodology (minimum 1 page), and (4) based on the strengths/limitations, conclude with 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 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. It is strongly suggested that you also refer to the CONSORT checklist (see required reading) for guidance and ideas regarding important considerations in study design and methodology. All materials required to complete the assignment and more detailed grading criteria will be posted on D2L by September 20, 2021. Without prior approval from the instructor, 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 prior approval from the instructor and approved documentation. The article review is due on **Monday October 18, 2021 at or before 11:59 pm** to the relevant dropbox on the course's D2L website. This assignment will receive a maximum of 20/100 points towards the final grade.

Midterm examination: This is a **closed book** examination covering the material from Chapters 1 to 8 (not including chapter 4) in the assigned text, and the lectures up to and including the end of Monday

October 18, 2021. The examination will consist of a total of 10 multiple choice, 5 short answer and 2 integrative paragraph style questions. The examination will take place in the first half (approx. 90 minutes) of class time on **Monday October 25, 2021**. Students will complete the midterm on D2L during class time using their personal laptops. Please contact the course instructors to make alternative arrangements if you do not have access to a personal laptop. No resources are allowed, including notebook, tablets or computers and students may not communicate with others about course material or the exam either in person or electronically during exams. The examination will generate a maximum of 30/100 towards the final grade.

Case study: The case study assignment will involve analysis of one clinical case (from a selection of three 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 November 1, 2021 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). The case study is due on **Monday November 29, 2021 at or before 11:59 pm** submitted to the relevant dropbox on the course's D2L website. Without prior approval from the instructor, a penalty of 5% 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. This assignment will receive a maximum of 20/100 points towards the final grade.

Final examination: This exam will consist of a "take home" examination covering the material from Chapters 9 to 15 in the assigned text, and the lectures from the end of class on Monday October 25, 2021 and up to and including to the end of lecture material on Monday December 6, 2021. 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 on Monday, December 13 at 9:00 am and must be returned by **Wednesday December 15, 2021 at or before 11:59 pm** submitted to the relevant dropbox on the course's D2L website. Without prior instructor approval, a penalty of 5% of the grade per hour will apply to all late/unreturned examinations. Exams submitted more than 12 hours late will not be accepted without prior instructor approval. Students may use class notes, the textbook, and external resources (e.g., the DSM-5; peer-reviewed literature) to complete the take home exam. Students may/may not communicate with others about the exam either in person or electronically during exams. The examination will generate a maximum of 30/100 points towards the final grade.

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

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%

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 and Due Dates
W Sep 8	University Lectures begin
M Sep 13	Course Introduction Chapter 1 The Evolution of Clinical Psychology Chapter 2 Contemporary Clinical Psychology
R Sep 16	Last day to drop a class without a penalty
F Sep 17	Last day to add or swap a course
M Sep 20	Chapter 2 Professional Issues and Ethics Chapter 4 Research Methods in Clinical Psychology, pp 82-97 & 100 (optional reading) CONSORT article (Schulz, Altman & Moher 2010) <i>Article Review assignment posted on D2L</i>
F Sep 24	Fee payment deadline for Fall Term full and half courses.
R Sep 30	No Classes National Day for Truth and Reconciliation
M Sep 27	Chapter 3 Classification and Diagnosis
M Oct 4	Chapter 5 Assessment Overview Chapter 6 Assessment Interviewing and Observation
M Oct 11	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
M Oct 18	Article Review due to D2L dropbox by 11:59pm Chapter 7 Assessment Intellectual and Cognitive Measures Chapter 8 Assessment Self Report and Projective Measures
M Oct 25	Midterm Examination Chapter 11 Intervention Overview
M Nov 1	Chapter 9 Assessment Integration and Clinical Decision making Introduction to CBT Case Formulation <i>Case Study assignment posted on D2L</i>
Nov 7-13	Term Break No Classes
R Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
M Nov 15	Chapter 12 Intervention: Adults, Couples & Psychotherapy Research, Clinical Practice Guidelines

M Nov 22	Chapter 12 Third Wave Evidence Based Therapies Chapter 13 Intervention: Children and Adolescents
M Nov 29	Case Study due to D2L dropbox by 11:59pm Chapter 14 Intervention: Identifying Key Elements of Change Chapter 10 Prevention
M Dec 6	Chapter 15 Specialty Areas in Clinical Psychology Assessment and Treatment of Substance Use Disorders, guest lecture by Magdalen (Maggie) Schluter
R Dec 9	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 13-22	Fall Final Exam Period <i>Take home exam posted on D2L at 9:00 am on Monday December 13, 2021</i> Take home exam due to D2L dropbox by 11:59pm on Wednesday December 15, 2021

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, September 16, 2021**. Last day add/swap a course is **Friday, September 17, 2021**. The last day to withdraw from this course is **Thursday, December 9, 2021**.

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