

Introduction to Clinical Psychology

PSYC 242-001

Course Communication

You have been assigned a specific TA as your primary contact based on the first letter of your last name (please see above for assignment). Therefore, if your last name is Johnson, you would first contact Ms. Healey if you have a question about the class or want to meet with someone to discuss your performance in the class. As your primary instructor, I am happy to schedule appointments during my posted office hours or at another time that is convenient for both of us. However, you should first contact your assigned TA who will forward your request to me. You are welcome to stop by my office if the door is open and I am available, but it is highly recommended that you schedule an appointment to ensure that you receive the proper attention.

Prerequisites

PSYC 101: General Psychology

Course Overview & Objectives

PSYC 242: Intro to Clinical Psychology will provide an overview of the field of clinical psychology, including its history, empirical basis, professional activities (e.g., assessment, treatment), ethical guidelines, and controversial positions. We will cover such topics as the evolving models of clinical training, diagnostic issues pertaining to psychopathology, the necessity of evidence-based treatments, theoretically diverse treatment approaches, ethical dilemmas, and assessment strategies. My objectives for this course are to help each student:

- Develop a refined understanding of the broad scope of clinical psychology.
- Develop a knowledge base on the variety of theoretical approaches to clinical activities, including assessment and treatment.
- Appreciate the scientific approach that is taken to better understand, assess, and treat psychological problems.
- Recognize what separates empirically-validated clinical practices from pseudoscience.
- Gain more familiarity with the specific duties and activities of clinical psychologists practicing in multiple settings.
- Engage in critical thinking to evaluate the research questions posed by the field as well as to examine the controversial issues.

Course Format

Due to the introductory nature of this course, a great amount of material will be covered. Some material will not be discussed in class and you will need to review it in your textbook prior to coming to class. Guided reading questions will be available to supplement your understanding of this material and to help you navigate the pertinent information. In addition to the traditional lecture, I will also utilize group discussions, pre-class quizzes, a student response system (Poll Everywhere), in-class videos, demonstrations, brief writing assignments, and group activities to disseminate course material.

Active participation will make the class informative, interesting, and enjoyable. To be an active participant, you must read the assigned reading *prior* to coming to class and have given the material careful thought.

Required Text:

Pomerantz, Andrew (2014). *Clinical Psychology: Science, Practice, and Culture* (3rd Edition, DSM-5 Update). Sage ISBN-13: 978-4833-4504-8

Textbook rental: <http://www.coursesmart.com/clinical-psychology-science-practice-and/andrew-m-pomerantz/dp/9781483345048>

Ancillary Text Materials (student support site):

<http://studysites.sagepub.com/pomerantz3eupdate/study/default.htm>

Additional Resources

- Course Website
 - I will use Sakai to provide you with easy access to class notes, assignments, quizzes, and the syllabus. You can access the Sakai site via MyUNC or by going to <https://www.unc.edu/sakai/> and then logging in through “Onyen Login.” Much of the information you will need for the course will be provided via Sakai, so please ensure that you can access the Sakai site consistently and easily. If you have any problems logging in or navigating the system, contact the ITS (Information Technology Services) help desk at 919.962.HELP (4357). Please let me know as soon as possible if you have any problems accessing the site.
 - It is recommended that you print off the notes before coming to class each day. Doing so will facilitate your note-taking, allowing you more time to comprehend the material and participate in class discussions. These class notes are **NOT** exhaustive; that is, they merely serve as a “skeleton” of what we will be covering on that particular day. You should still be prepared to take notes during lectures. You will not perform well on the exams without attending class!
- DSM-5
 - Diagnostic and Statistical Manual of Mental Disorders, version 5 (DSM-5). This is available for FREE online or at the library. To access this resource:
 - Diagnostic and Statistical Manual of Mental Disorders: DSM-5. This is available for FREE online or at the library. To access this resource electronically:
 - Go to UNC libraries catalog at www.lib.unc.edu
 - Search the catalog with the phrase “DSM-5.”
 - Choose “**Diagnostic and statistical manual of mental disorders [electronic resource]: DSM-5**. Washington, DC: American Psychiatric Association, c2013.”
- University of North Carolina Psychology Department Website
 - <http://psychology.unc.edu/>
- Counseling and Psychological Services
 - 919-966-3658; <http://caps.unc.edu> – click on link for “Counseling and Wellness”
 - Students go to the center for help with a variety of emotional health issues, including stress, depression, anxiety, homesickness, and relationship concerns.
- Psychology as a major and/or career
 - <http://www.apa.org/topics/psychologycareer.html>

- Avoiding Plagiarism
 - <http://sja.ucdavis.edu/files/plagiarism.pdf>

Course Requirements

- **Attendance and Participation:** Classroom attendance and regular participation are necessary to be successful in this course. I structure my classes to make it *worth it* to you to attend because we will be able to engage in the material in a dynamic manner with live demonstrations, relevant case examples, and small-group discussions. These materials cannot be replicated by the textbook or lecture slides. Active participation will improve the quality of the course for everyone, and it has also been demonstrated to improve learning. You are therefore expected to attend and participate in all scheduled classes unless circumstances beyond your control prevent you from attending. Formal attendance will not be taken; however, a portion of your grade will depend upon your completion of in-class assignments (see below). You will be accountable for information presented in classroom lectures (which may not be covered in the text). If you miss class, you should contact another student for the lecture notes to be properly prepared for an exam. Unless it is an excused absence, neither I nor your TAs will provide this information if you miss class.
- **Assigned Readings/Supplementary Materials:** Each week there are one to two chapters from the text assigned for reading (see the course schedule for specific information) in addition to supplemental materials that need to be read or viewed. It is expected that everyone will be familiar with the topic matter from the assigned readings and supplemental materials *before* the class session in which they will be discussed. Completing the readings and supplemental materials in advance will enable you to participate in an informed discussion of the material and enable more in-depth discussion of concepts from the text. Guided reading questions will be available to ensure you are focusing on the appropriate content from the assigned materials. Often, basic factual/definitional information will not be discussed in class to free up time to apply the material to clinical examples – therefore, the guided reading questions will ensure you have a good grasp of that basic factual information. Furthermore, familiarity with the readings will be necessary to complete the homework assignments and some in-class assignments (see below). Please feel free to ask me to clarify any material in the readings you do not understand. I encourage you to read chapter summaries and discussion questions at the end of each chapter to aid in studying for exams.
- **Reading Homework (7.5%):** To assess your understanding of the assigned readings and supplemental materials, you will complete timed homework assignments via Sakai. The homework assignments will focus on key concepts from the assigned materials and can serve as a gauge in helping you identify what topics you need to review further prior to class. It is advised that you complete the guided reading questions prior to completing the homework, as your responses to these questions will facilitate your ability to answer the homework questions in a timely manner. You are allowed to use your textbook, the guided reading questions, and any notes you took to help you answer the questions. However, if you have not reviewed the material prior to doing the homework, you might not be able to complete it in the designated amount of time.

There will be a homework assignment prior to most classes in which there is assigned readings/supplemental materials. The homework will be posted in advance of the class period and it will be due 1 hour before class. The homework assignments will consist of 5-10 multiple choice questions. You will have 5-10 minutes to complete the homework depending on its

length. Again, it is assumed that you have already reviewed the material and can therefore complete the homework in the designated time.

Each homework assignment is worth 1.5 points and you need to earn a total of 30 points to receive full credit for this portion of your grade. Therefore, you will need to complete at least 20 homework assignments throughout the semester to earn full credit. There will be more than 20 homework assignments, so you are allowed to miss some assignments without penalty. As such, there will be no opportunity to make-up the homework, even for excused absences. If you complete all homework assignments, you can count all earned points toward the total homework score, for a maximum score of 30 points. For example, if you complete 25 quizzes, but you only earned 1 point per quiz, then your total score would be 25 points. If you earn more than 30 points, you will only receive the maximum score of 30 points.

- **Clinical Assessment and Treatment Plan (40%).** You will be paired with two other students in the class to complete a semester-long project that involves you serving in the roles of clinician and client. You will submit assignments throughout the semester documenting the progress you have made in evaluating your “client” and in your experience of being a client. If, for any reason, you believe you will not be able to complete this requirement due to sensitive issues that may arise, arrangements can be made for alternative writing assignments. These requests should be made in person, and they must be made before **September 16**. Below is an overview of the assignment – more specific instructions and grading criteria will be posted via Sakai. Due dates for each of these assignments is posted on the course schedule (see below). Papers must be submitted in person at the beginning of class on the assigned due date. You will also submit your papers electronically via Sakai. Papers will be accepted up to **two** days past the deadline, but one letter grade will be deducted for each day a paper is late.
 - *Intake Interview (15%):*
 - Part 1 (Clinician role) - In the role of clinician, you will conduct an in-person intake interview of your “client” (i.e., the student with whom you have been paired). The purpose of this section of the assignment is to practice clinical interviewing skills. You will be provided with an interview form, and, using the skills you learned in class, conduct an interview to better understand your “client’s” presenting problems and potential diagnostic issues. Although the form will serve as a guide, it will be up to you to develop relevant follow-up questions based on the information your client provides during the interview. You will submit the interview form as well as a transcript of additional questions asked. In addition, you will submit a 2-page narrative of your experience interviewing your client that includes: 1) the techniques and skills you thought you implemented well and why you chose to use those techniques, 2) the techniques and skills you thought were difficult to implement, 3) the challenges and surprises you encountered while conducting the interview, and 4) your overall impression of how you thought the interview went.
 - Part 2 (Client role) - Prior to being interviewed by your “clinician” (i.e., the student with whom you have been paired), complete a rough draft of the interview form so you will have already formed your answers to the clinician’s questions. Your responses to the questions **SHOULD NOT** represent true personal issues. You may base your responses on fictional characters who have portrayed mental health issues or you may create your own fictional responses. During the interview, try to be as natural as possible (e.g., don’t read directly from your rough draft) so the clinician can engage you in a realistic interview. Once the interview is complete, submit a 1-page narrative review of your

experience that includes: 1) your overall experience as a “client” (e.g., did you feel comfortable during the process, were you nervous about the questions being asked, etc), 2) the strengths of the clinician’s interview skills/techniques, and 3) the weaknesses of the clinician’s interview skills/techniques.

- *Assessment and Diagnosis (10%):*
 - Based on the intake interview, create “working” or “preliminary” diagnoses for your client. Submit a 2-page paper detailing your rationale for the diagnosis, using the DSM-5 and at least one peer-reviewed source (not the textbook) to support your proposal. Include a section about additional information or follow-up questions that need to be asked to clarify the diagnosis. Finally, discuss at least two assessments that would either clarify or improve your understanding of your client’s symptoms. Be sure to explain why you chose the assessments using empirically-supported data/theory from either the textbook or a peer-reviewed source.
- *Treatment plan (15%):*
 - Using your working diagnoses and the client’s presenting problems, create an initial treatment plan. I will provide you with example treatment plans from which to work, but your treatment plan should be tailored to your client’s needs. Your treatment plan should address **three** problems with empirically-validated treatments. The treatment plan will outline the problem, the treatment to be implemented, and a measurable goal of improvement. Supplement your treatment plan with a 3-page paper discussing your rationale for choosing the treatment methods. Your rationale should integrate the empirical evidence supporting the treatment’s efficacy for someone like your client (i.e., explain whether this treatment has been validated for someone similar to your client in terms of demographics, presenting problems, obstacles, etc). You should utilize at least two peer-reviewed sources for *each* treatment technique proposed.
- **In-class activities/Poll Everywhere (7.5%):** You will have the opportunity to participate in up to seven (7) graded in-class activities throughout the course. You must be present in class **at the time of the assignment** to receive credit for the assignment. Each assignment is worth 6 points, and you are required to complete five (5) assignments for a total of 30 points. Should you complete more than the required number of in-class assignments, your highest five scores will be calculated toward your final grade. The assignments will be designed to supplement the topic of the day. These will **not** be announced ahead of time, and there will not be any opportunities to make-up the assignments. Students can expect to do well on the activities **only if they attend class, complete assigned readings for the day’s topic, and actively participate in class discussions**. The in-class assignments are designed to check your comprehension and critical analysis of the material, so you will be graded on the development of your ideas and synthesis of the material.

Poll Everywhere: Points for in-class participation can also be earned by responding to Poll Everywhere (pollev.com/psychlife) questions that will be posted routinely during class. Not all Poll Everywhere responses will be worth credit. Some responses may serve as that day’s in-class assignment, and some responses may serve as bonus points. **Therefore, it is important that you are registered with Poll Everywhere, as unregistered users cannot receive credit.** Instructions for registering with Poll Everywhere can be found at <http://help.unc.edu/help/poll-everywhere-faq/>

The instructions for registering, as well as other frequently asked questions about Poll Everywhere can be found at the end of the syllabus. To streamline the responding process, you can download the Poll Everywhere app for free.

- **Exams (45%)** There will be **3 non-cumulative multiple-choice exams worth 60 points each** (please note that the third exam serves as the final exam). The final exam is scheduled for **Friday, December 11, at 8:00 a.m.** Any of the material covered in class lectures, class activities, and assigned readings will be fair game for the exams. However, the majority of the exam questions will cover what was discussed during class

Make-up Policy

Make-up exams will **ONLY** be allowed in the case of extreme circumstances such as severe illness, hospitalization, death in the immediate family, or unavoidable obstacles (i.e., car accident). Proper documentation **will** be required for missing an exam. Proper documentation includes (a) date and time of incident, (b) clear description of why the student could not take the exam at the scheduled time, and (c) name and phone number of the physician/verifier. Further documentation may be requested. Make up tests may be in a different format than the original exam and will be given at the convenience of the instructor/TA or at the time of the final exam. If possible, you must contact me or your TA 24 hours in advance if you are going to miss an exam. In order to be eligible to make up an exam for an excused absence, you **MUST** contact me or your TA within **three days** of the missed exam. If you miss an exam without appropriate documentation, you will receive a score of zero for the exam.

The Clinical Interview, Assessment, and Treatment Plan writing assignments may be submitted up to two (2) days late. For each day the assignment is late, you will be deducted one letter grade, with a maximum penalty of a two letter-grade deduction. If you are unable to submit a hard copy of your assignment due to illness or an otherwise excused absence, please submit your assignment via email by the due date to avoid any late penalties AND submit a hard copy at the next class period.

In-class assignments and homework assignments cannot be made up – even if the absence is excused. You are allowed to miss some of these assignments without penalty so there is no opportunity to make them up.

Grading Scale

A 93-100	B+ 87-89	C+ 67-69	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 60-66
	B- 80-82	C- 70-72	F ≤59

Grading System

Grades can be determined by completing the following chart

	<u>Points Earned/Possible</u>
Clinical Interview	<u> / 60</u>
Diagnosis/Assessment plan	<u> / 40</u>
Treatment Plan	<u> / 60</u>
In-Class Activities	<u> / 30 (5 at 6 pts each)</u>
Homework Assignments	<u> / 30</u>
Exam 1	<u> / 60</u>
Exam 2	<u> / 60</u>
Exam 3 (Final Exam)	<u> / 60</u>
FINAL GRADE*	<u> / 400</u>
* Divide your earned points by 400 to get your average	

The above grading scale will be used for calculating final grades. I use “.5” to round up to the nearest whole number (e.g., 89.4 will be a B+ whereas 89.5 will be an A-). I recognize that many of you will come close to earning the next highest grade, but I have selected .5 as the cutoff; so please do not make requests to have your grade increased.

Things to Remember about Grades

- Disputes regarding grading should be addressed by making an appointment with me **within one week** of receiving the grade.
- If you would like to discuss your course grade, please schedule an appointment to do so **before** finals week. I will not provide grades through emails, so please try to keep track of your grades throughout the semester
- **General Class Guidelines**
- Please turn off or silence all cell phones and electronic devices for class. Do not send texts or check your email, Facebook page, etc. during class. These activities are distracting to me as well as your peers. You may bring a computer to class to take notes, but if you are caught using it for any other purpose I will ask you not to bring it back.
- Please arrive on time. If you are late, enter quietly and sit in the back to minimize disruption.
- Prior to turning in assignments or preparing for exams, **review the syllabus and the class website (Sakai)**. Many of your questions can be answered there.
- Please be respectful of other students. Some topics of discussion may be sensitive or controversial. Keep this in mind as you share your opinions, and be considerate of others when they are sharing.
- Class meets from 10:10 a.m. until 11:00 a.m. I will not lecture past 11:00, so I ask you not to begin packing up until I am finished lecturing. This is distracting and disrespectful to me and your fellow students.
- Facebook, Instagram, Twitter, LinkedIn, and other social networks: Professionalism, in part, entails maintaining fairness, equity, and impartiality in the instructor-student relationship. Therefore, I do not accept "friend requests" from current students for any online social networks. I appreciate your understanding and cooperation.

How to Succeed in Intro to Clinical Psychology

- COME TO CLASS!!!
- Review the assigned readings/supplemental materials PRIOR to class and complete the guided reading questions
- Participate in class discussions and be willing to participate with your peers during in-class assignments
- Draw examples from your personal experiences to illustrate the topics
- Don't be afraid to ask questions in class or meet with us during office hours. Don't wait until the day before the exam or the end of the semester to ask for help.
- Utilize all available resources (Sakai quizzes, textbook student support website, your peers/TA/instructor)
- HAVE FUN!!! 😊

UNC Honor Code and Academic Integrity

For more than 130 years, the University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system through which students have pledged not to lie, cheat, or steal. All

students in attendance at the University of North Carolina are expected to abide by the Honor Code and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Students enjoy a great deal of freedom at Carolina and have been entrusted to hold each other accountable for maintaining a just and safe community. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. Your full participation and observance of the honor code is expected. The Honor Code can be viewed at <http://honor.unc.edu>

Special Needs

If you require assistance in the classroom due to a disability of any type, please contact Accessibility Resources and Services (ARS) during the first week of the semester so that appropriate accommodations can be made. After initial arrangements have been made with ARS, or if you are already registered with the ARS, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. The ARS website address is <http://accessibility.unc.edu/>

Student Psychological Services:

You are likely to find that a topic covered in class has some personal relevance, either in your own life or in the lives of people close to you. It is important to note that I cannot serve in a therapeutic role for any students in my class, and I will refer you to Counseling & Psychological Services (CAPS) should you need to speak to someone in depth about an issue that this class brings up for you. Registered full-time UNC students are eligible for confidential services at no charge from CAPS. The website for CAPS is <http://caps.unc.edu> and the phone number is 919-966-3658. You can walk in to CAPS for your 1st appointment anytime Monday through Friday between 9 a.m. & 12 p.m. or between 1 p.m. & 4 p.m.

TENTATIVE COURSE SCHEDULE*

	Topic(s) covered	Text	Supplemental Materials	Assign. Due
Week 1				
Wednesday	Introduction to Course/ Review Syllabus			
Friday	What is Clinical Psychology	Chapter 2	McFall: Manifesto	
Week 2				
Monday	Who are clinical psychologists?	18-23		
Wednesday	Science or Quackery?		Lilienfeld (2012) pp 1-12; Pignotti (2007); www.rogercallahan.com ; www.emdr.com ; "Quackery" articles	
Friday	Clinical Research: Nuts and Bolts	Chapter 6		
Week 3				

Monday	Clinical research: Complexities and challenges		Westen & Bradley (2005); Turner et al. (2008); TEDTalk: "Bad Science"	
Wednesday	Ethics	Chapter 5	APA Ethics code – assigned excerpts	
Friday	Ask the Expert: Being a researcher Kristin Healey, Maya Massing-Schaffer			
Week 4				
Monday	No Class – LABOR DAY			
Wednesday	Ethical/Multi-cultural issues		Paprocki, (2014)	
Friday	Cultural Competence	82-97		
Week 5				
Monday	Review for Exam 1			
Wednesday	Exam 1			
Friday	Clinical Interviewing	Chapter 8		
Week 6				
Monday	Clinical Interviewing/Assessment			
Wednesday	Assessment: IQ/Achievement	209-223		
Friday	Assessment: Personality	237-248		
Week 7				
Monday	Assessment: Projective	249-255		
Wednesday	Assessment: Behavioral	255-257		
Friday	Ask the expert: Dr. tammy Dawkins (child assessment); Associate Clinical Director TEACCH	429-440		CLINICAL INTERVIEW
Week 8				
Monday	Case formulation: biases/considerations			
Wednesday	Case formulation practice			
Friday	Diagnosis and Classification	Chapter 7		
Week 9				
Monday	No Class – UNIVERSITY DAY			
Wednesday	Diagnosis and Classification		Allen Frances " Last Plea to DSM-5"	

Friday	No Class – FALL BREAK			
Week 10				
Monday	Treatment: Overview	Chapter 11		
Wednesday	Ask the Expert: Dr. Cristin Runfola UNC Center of Excellence for Eating Disorders			
Friday	Treatment: Factors impacting success		Lilienfeld (2007); NY Times: talking Deeply	ASSESSMENT & DIAGNOSIS
Week 11				
Monday	Review for Exam 2			
Wednesday	EXAM 2			
Friday	Ask the Expert: Dr. Michael Griffin VA Medical Center; Private Practice			
Week 12				
Monday	Evidence-Based Treatment		APA Task Force for EBPP; NAMI brochure; Waller and Meyer (2012)	
Wednesday	CBT: Behavioral Therapies	Ch. 14	Video: ERP with OCD	
Friday	CBT: Cognitive Therapies	367-382	Video: Gloria with Ellis	
Week 13				
Monday	Third Wave Therapies	382-388	Third Wave therapies	
Wednesday	Psychodynamic therapies		Shedler (2010)	
Friday	Treatment planning practice			
Week 14				
Monday	Ask the Expert: Dr. Mary Beth Prieur Child Clinical Psychologist – UNC Hospital			
Wednesday	Experiential therapies	Chapter 13	Video: Gloria with Rogers	
Friday	Treatment for Children/Adolescents	440-450		Treatment Plan
Week 15				
Monday	Biomedical model/ psychopharmacology	50-54	Deacon & Lickel (2009)	
Wednesday	THANKSGIVING			
Friday	THANKSGIVING			

Week 16				
Monday	Graduate school in clinical psychology	5-16	Prinstein: Tips for applying	
Wednesday	Review for Exam 3 (Final exam)			
Final Exam				
Friday	Final Exam			

*The course schedule may change during the semester. We may spend more or less time on each topic depending on the level of comprehension the class demonstrates. You will be notified of any changes.