

Clinical Psychology: PSYC 242: Section 001
University of North Carolina at Chapel Hill
Fall 2018
MWF 12:20 – 1:10 PM
Murphey 0104

Instructor: Kelsey Ludwig
Office: 122 Howell Hall
Office Hours: Mondays 1:30 PM – 2:30 PM; and by appointment (please coordinate via email)
Email: Kelsey_Ludwig@med.unc.edu (email is the best way to contact me)
Textbook: Pomerantz, A. (2016). Clinical Psychology; Science, Practice, and Culture (Fourth Edition). ISBN- 978-1506333748, Available at Student Stores.
Sakai: Please check the Sakai site regularly, as the syllabus, reading, assignments, announcements, and other relevant material will be posted there.

Prerequisite: General Psychology (PSYC 101)

Additional Recommended Reading:

Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The DSM-5 (the manual psychologists use to diagnose psychological disorders) is available as a FREE online resource through UNC library.

1. Go to the UNC libraries website: <http://library.unc.edu/>
2. Type in “Diagnostic and Statistical Manual of Mental Disorders (DSM 5)” in the “Search for articles, books & more” box and then click the “Search” button.
3. Select the recommended electronic resource in the yellow box at the top of the page
4. (Sign-in using your ONYEN and password if you are off campus.)
5. “Section II: Diagnostic Criteria and Codes” is where you will find the diagnostic criteria for the disorders we will be studying in this course.

Course Description:

This is an introductory overview of the field of clinical psychology. At the beginning of the semester, we will explore clinical psychology broadly, including definitions, components, and historical context. Next, we will explore ethical and cultural considerations within the field. For the remainder of the semester, we will examine the theory and practice of research, diagnosis, assessment, and various modalities of psychotherapy.

Course Objectives:

1. To present an overview of **“the story” of clinical psychology**: how it developed and why, what it does, what its current debates are, what its limitations are, and where it might be going in the future. In doing so, students will be better equipped to contextualize relevant topics into the traditions from which they emerged.
2. To provide students with familiarity about the **specific activities of clinical psychologists today** (e.g., what, specifically do psychologists *do* in therapy? what do assessments look like?). Students will imagine (and simulate via skills practice) what it looks and feels like to *do the job* of a clinical psychologist. This is incorporated in the class through multimedia portrayals, class discussions, and practice (e.g. trying a CBT thought record, examining an IQ test, practicing a clinical interview).
3. To introduce students to **research in clinical psychology**, focusing on literacy of academic publications, the science of clinical psychology, and in particular, the use of empirical evidence as a guide to psychopathology and treatment. Students will be encouraged to be rigorous and thorough in their examination of assessments, treatments, and observations reported in the textbook, in class, empirical articles, and in the popular press.
4. To encourage **critical thinking** and greater depth of knowledge of the course material by challenging students to engage with controversies, research questions, and other considerations involved in encountering psychopathology and providing treatments. I encourage you to be critical and creative about the field and the course. Additionally, a goal of this course is for you to get excited about psychology by sharing these interesting ideas and your opinions with classmates, family, and friends!

Course Format:

I'll use class time to summarize textbook material, incorporate multimedia and case examples from my work as a therapist and researcher, and facilitate discussion related to course material. Thus, the format of the course will include lectures, discussions, short videos, in-class exercises, and guest speakers. I will often use PowerPoint slides during class and will post handouts (i.e., an outline) to Sakai before each lecture so that you can follow along and take notes. The primary resources outside of class will be the textbook and readings (posted on Sakai).

Course Requirements:

I. Exams (50% of course grade):

There will be three exams given over the course of the semester; however, only two exams will count toward your final grade. Your lowest exam score of Exams 1 and 2 will automatically be dropped; you cannot drop your Exam 3 grade. Each exam will be weighted equally (25% of your grade). Two of these exams will be held during our usual class time, and the last exam will be held at the officially scheduled date/time during the week of final exams. Exams are not cumulative; this means each exam will only cover the material since the last exam through the class day just prior to the exam date.

Exams will include multiple-choice questions and free-response questions (i.e., fill in the blank, short answer). Exams will be based on both the textbook chapters and material covered in class; this material does not always overlap, so in order to succeed on the exams, you must attend class, complete related clinical activities, *and* read the textbook/readings. The exams will include not only questions regarding factual information learned, but also questions that require you to use critical thinking skills and apply the material you have learned to case examples. Thus, success on the exams requires a true understanding of the material and how it applies in “real life,” rather than simple memorization. Exams will be closed book – no notes or textbooks allowed. As each exam approaches, I will give you more specific information about what material is likely to be covered.

I will not pass exams back in class. If you would like to review an exam, you may come to my office hours (or set up an appointment with me) to do so. You will have until the next exam to review your exam (i.e., once you have taken Exam 2, you cannot review Exam 1).

****Note: Please bring a #2 pencil and a Scantron sheet (can be purchased at UNC Student Stores) to each exam!**

Important note about missing exams: There will be **no** makeup exams. If you miss an exam, you will earn a 0 unless you have a university-excused absence (e.g. athletics event – athletics department needs to send official notification) OR are hospitalized (Dean of Students needs to send official notification) OR have had a death in your immediate family (Dean of Students needs to send official notification). I will handle requests for make-up exams on a case-by-case basis.

II. Writing Assignments (25% of course grade):

Reflection Papers (3 x 5% each). You will write three two-page reflection papers. For two of these papers, you will reflect upon your own experience with a specified class assignment (Multicultural/Big 9 Identity, Thought Tracking, and/or and therapeutic technology/apps). One of these papers will be based on your reflection following an in-class panel (Multicultural Issues, Beginning Therapists, Careers, or Graduate School). In this panel reflection paper, you should identify elements of the panel that were useful/helpful, surprising, and/or confusing. Additionally, you should articulate your remaining questions about the topic. Each reflection paper will be graded out of 5 points and should be submitted in the Assignments tab on Sakai. Assignments submitted through email or Sakai message will not be graded.

Reaction Paper (10%). You will also select one pre-specified class reading to write a two page “reaction” paper (due by 9 PM the day before the reading will be discussed in class). For example, if I wanted to write on Paprocki (2014), which we are discussing in class on Friday, 8/31 my reaction paper would be due on Thursday, 8/30 by **9 PM**. Reaction papers are a chance for you to provide a critique of the topic (e.g., conflicting personal/professional values, pseudoscience, biomedical model, or prescription privileges) and share your ideas and *opinions*. Reactions that are clearly thoughtful, interesting, and relevant will receive full credit. Questions to address are: (1) What about the reading stood out to you or surprised you, and why? (2) What is your stance on the issue, and why? Each reaction paper will be graded out of 10 points and should be submitted in the Assignments tab on Sakai.

Extensions will not be granted; papers will lose 10% for each day that they are late.

III. Clinical Skills Video (15%):

Each student will record a brief (2 minute) “Clinical Skills” video in which they explain a therapeutic principle (e.g., exposure therapy, an ACT concept, behavioral parent training, motivational interviewing) to a mock client (i.e., peer). The assignment is designed to demonstrate the student’s knowledge and application of a particular clinical skill. This brief video file must be accompanied by a two-page reflection paper that a) identifies/describes the skill, b) outlines the context/situation, and c) describes your reflection on the experience (e.g., challenges) of explaining the skill.

IV. Participation/Attendance (10%):

Your participation grade will be based upon showing up for and actively engaging in class activities. Throughout the semester, there will be a variety of individual, partner, and group activities in class. These activities may range from brief (i.e., answering a single question) to more in-depth (i.e., participating in a small group discussion or submitting an in-class activity). Additionally, ***students are required to submit (via Sakai) at least one question per three of the four scheduled discussion panels*** (for a minimum of three submitted questions over the course of the semester). These questions are due the day before the panel (by 9 PM).

All students are encouraged to participate in class discussions; this is one important way for you to demonstrate that you are actively engaging with the course material. Clinical psychology is a subject that generates a lot of interesting discussion and participating in class can only help your grade. In class discussions, I expect students to listen and be respectful of their classmates’ opinions and points of view. I also expect that when you are in class that you are paying attention. I know it can be tempting to check your email or to go online if you are sitting directly in front of a computer, but I ask that you are present in class. Laptops/tablets are only to be used in pedagogically purposeful ways. If you need to sleep or catch up on Instagram, please do so outside of class. Phones should be turned off or silenced.

Grading Scale: The standard university grading scale is used for this course:

A = 100-93% A- = 92-90% B+ = 89-87% B = 86-83% B- = 82-80% C+ = 79-77%
C = 76-73% C- = 72-70% D+ = 69-67% D = 66-60% F = 59% and below

To calculate your final course grade: (Exam average * .50) + (Reflection/Reaction Papers *.25) + (Clinical Skills Video * .15) + (Participation * .10) + [Any bonus/extra credit] = Course Grade

Important notes about grades: All grades are final. I spend a lot of time up front making sure I am grading fairly and consistently across exams and papers. If you think I made a mathematical error in calculating your grade, please let me know. I do not: (a) allow students to rewrite a paper or retake an exam, or (b) curve final grades. I will use standard rounding rules to calculate final grades. For example, an 89.50 will be rounded up to an A- but an 89.49 will *not* be rounded up to an A-.

Honor Code: I expect that you uphold the UNC Honor Code and that all the work that you produce/submit is your own. I will ask you to sign an honor pledge when you hand in your exams and when you submit your papers on Sakai. Although you may study together for exams, all exams are to be taken without the assistance of other people, books, or notes. Ideas or information in your papers must be appropriately referenced, whether the original source is written or verbal. Five or more words taken verbatim from any source must be placed in quotation marks with the source appropriately referenced. If you have questions about any of these matters, please ask. For more information about the UNC Honor Code, <http://www.honor.unc.edu>.

Counseling and Psychological Services: You are likely to find that topics covered in class may have some personal relevance, either in your own life or in the lives of people close to you. It is important to note that while I do work as a therapist, I cannot serve in a therapeutic role for any students in my class. If you would like to speak to someone about an issue, you may contact UNC Counseling and Psychological Services (CAPS).

During the academic year, registered full-time UNC students are eligible for confidential services at no charge from CAPS, located at the James A. Taylor Building (919-966-3658; <http://campushealth.unc.edu/caps>). You can walk in to CAPS for your first “triage” appointment anytime Monday - Friday from 9 AM - 12 PM or 1 - 4 PM. Services are also available (on a sliding scale fee) through the UNC Department of Psychology Community Clinic, located on campus in

Evergreen House (919-962-6906; <http://clinic.unc.edu/>).

A note about self-disclosure in class: Although it is fine to talk about someone close to you who has struggled with psychological problems in class, please do not use any names or defining characteristics to maintain confidentiality of that person. Also, if you are thinking of self-disclosing something you may have struggled with personally or experienced in therapy, I recommend thinking in advance what you would like to say (rather than spontaneously self-disclosing) so that you don't end up sharing more than you feel comfortable with in retrospect. Since this course is not a therapeutic setting, there is no *legal* guarantee of confidentiality; but I ask that you all please be respectful of your classmates and keep any personal stories shared in the classroom confidential.

Accessibility Services: If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please let me know early in the semester. To request academic accommodations (for example, a note-taker or extra time on tests), students must register with Accessibility Resources & Services (<http://accessibility.unc.edu/>), the office responsible for reviewing documentation about disabilities and for helping to plan accommodations consistent with course requirements. Students must provide me with official documentation regarding accommodations.

Academic Services: Several academic services are available to you; most of them are headquartered in the Student Academic Services Building (SASB) North (<http://cssac.unc.edu>). For example, the Learning Center offers tutoring by appointment and walk-in hours for general academic guidance (<http://learningcenter.unc.edu>). Also, the Writing Center provides free online services and tutoring related to academic writing (<http://writingcenter.unc.edu/>).

What you can expect from me: As a syllabus is an agreement between instructor and student, it is only fair to spell out what you can expect from me. I want you to succeed in this course, and you can expect me to be open and available to your questions or concerns; so, please don't hesitate to contact me if you have any questions about course requirements, classroom policies and procedures, course material, or your academic progress. Additionally, I am more than happy to discuss psychology research opportunities, graduate school options, and career paths with you. I respond quickly to e-mail (within 24-48 business hours, M-F), and this is the best way to reach me. I intend to honor class sessions and meeting times, including office hours. I will not, however, respond to questions about an assignment the day before it's due or about an examination within 36 hours of it's scheduled time. I will inform you of any changes to the syllabus, with as much prior notice as possible. I'm looking forward to a great semester with you all!

Inclement Weather Delays/Cancellations: In the event of inclement weather, we will follow University procedures with regards to delayed openings and cancellations. I will send an e-mail to the class to reiterate the University decision. I have built a number of "Review/Catch-Up" days into the syllabus; however, given the large amount of content that we have to cover in this class, I may post web lectures online so that we do not fall behind.

Tips for Success in this Course:

1. Attend lecture, take detailed notes, and regularly review those notes. Simply reading the textbook and my handouts on Sakai will not provide you with all the information you need to do well in this course since (a) lectures will go into more depth than the textbook, and (b) the handouts I post on Sakai simply provide an *outline* of the material I cover in class. Thus, to succeed on the exams, you must come to class consistently, take careful notes on what we cover, and participate in activities. If you miss a class, I encourage you to contact a classmate who was in class to get the notes so that you don't fall behind.
2. Keep up with the textbook reading. You will understand more of what goes on in class and perform better on exams if you complete the assigned readings *before* class.
3. Participate in class discussion and activities and ask clarifying questions in class. Your participation in classroom exercises and discussions will greatly increase what you get out of this course.
4. Apply what we're learning to real life situations and talk about these ideas with classmates/friends.
5. Communicate outside of class by coming to office hours or emailing me if you have questions about the course material or your professional development. For logistical questions (e.g., due dates, grades), please check the syllabus and Sakai first before emailing me.

PSYC 242 COURSE OUTLINE AND READINGS

The syllabus is subject to change (exam dates are fixed.) Any changes will be announced in class and on Sakai. You are responsible for keeping yourself informed about any changes. Assignments/readings are due in class on the day they are listed.

	DATE	TOPIC	READINGS
1	Wed, 8/22	Welcome & Introduction; Intention-Setting	<ul style="list-style-type: none"> Syllabus Syllabus Quiz (1% Extra Credit) DUE at 12 PM
2	Fri, 8/24	What is Clinical Psychology?	<ul style="list-style-type: none"> Ch. 1 (p. 3-9) McFall (1991) "Manifesto" NYTimes "Talk Deeply, Be Happy?"
3	Mon, 8/27	History of Clinical Psychology	<ul style="list-style-type: none"> Ch. 2 (p. 25 – 40)
4	Wed, 8/29	Multicultural Issues <i>Panelists: Leigh Spivey, M.A., Henry Willis, M.A., Gabriela Alvarez, April Highlander, Carrington Merritt</i>	<ul style="list-style-type: none"> Ch. 4 (p. 70 – 89)
5	Fri, 8/31	Multicultural Identity	<ul style="list-style-type: none"> Paprocki (2014)
	Mon, 9/3	LABOR DAY – NO CLASS	
6	Wed, 9/5	Clinical Research	<ul style="list-style-type: none"> Ch. 6 (p. 121 – 136)
7	Fri, 9/7	Science vs. Pseudoscience	<ul style="list-style-type: none"> Lilienfeld (2011) (p. 1-12) Pignotti (2007)
8	Mon, 9/10	Ethics	<ul style="list-style-type: none"> Ch. 5 (p. 96-115) APA Ethics Code (<i>Skim</i>)
9	Wed, 9/12	Diagnosis and Classification	<ul style="list-style-type: none"> Rosenhan (1973) (p. 250-254; 257) Ch. 7 (p. 143-166)
10	Fri, 9/14	Diagnosis and Classification	<ul style="list-style-type: none"> Frances (2013) "Last Plea to the DSM" Spiegel (2005) "Dictionary of Disorder" (<i>Optional</i>)
11	Mon, 9/17	Assessment – IQ & Neuropsych	<ul style="list-style-type: none"> Ch. 9 (p. 197-212)
12	Wed, 9/19	Assessment – Personality & Behavioral	<ul style="list-style-type: none"> Ch. 10 (p. 216-238)
	Fri, 9/21	Review/Catch-up	
	Mon, 9/24	EXAM I	
13	Wed, 9/26	Clinical Interviewing	<ul style="list-style-type: none"> Ch. 8 (p. 173-193)
14	Fri, 9/28	Case Formulation (Biases & Considerations)	
15	Mon, 10/1	Beginning Therapy <i>Panelists: Maku Orleans-Pobee, Anais Rodriguez-Thompson, Raelyn Loiselle</i>	<ul style="list-style-type: none"> Bender & Messer (2004) "First Contact" (<i>Optional</i>)
16	Wed, 10/3	General Treatment Overview	<ul style="list-style-type: none"> Ch. 11 (p. 245 – 258)
17	Fri, 10/5	CBT: Cognitive Therapies	<ul style="list-style-type: none"> Ch. 15 (p. 349 – 362)
18	Mon, 10/8	CBT: Behavioral Therapies, Exposure & Behavioral Activation	<ul style="list-style-type: none"> Ch. 14 (p. 321-335, 338) Barlow (2008) <i>Ch. 8 (Optional)</i>
19	Fri, 10/12	Dialectical Behavior Therapy	<ul style="list-style-type: none"> Barlow (2008) Ch. 9 (<i>Skim</i>) Ch. 15 (p. 366)
20	Mon, 10/15	Dialectical Behavior Therapy	
21	Wed, 10/17	Acceptance and Commitment Therapy (ACT)	<ul style="list-style-type: none"> Hayes (2004)

			• Ch. 15 (p. 363-365)
		FALL BREAK – NO CLASS	
22	Mon, 10/22	Mindfulness and Meditation; Positive Psychology	
	Wed, 10/24	Review/Catch-up	
	Fri, 10/26	EXAM 2	
23	Mon, 10/29	Substance Use: Behavioral Activation & Motivational Interviewing <i>Guest Lecturer: Liz Reese, M.A.</i>	• Ch. 13 (p. 310)
24	Wed, 10/31	Schizophrenia	• Barlow (2008) Ch. 11 (Skim)
25	Fri, 11/2	Eating Disorders	• Barlow (2008) Ch. 14 (Skim)
26	Mon, 11/5	Psychodynamic Approaches	• Ch. 12 (p. 273-289) • Shedler (2006) (Optional)
27	Wed, 11/7	Humanistic Therapies, Experiential Therapies	• Ch. 13
28	Fri, 11/9	Developmental Considerations (Children & Adolescents): Family Therapy & Behavioral Parent Training <i>Guest Lecturer: Chloe Zachary, M.A.</i>	
29	Mon, 11/12	Developmental Considerations (Children & Adolescents): Autism <i>Guest Lecturer: Katerina Dudley, M.A.</i>	• Ch. 17 (p. 419-428) • Shaffer et al (2001)
30	Wed, 11/14	Forensic Psychology <i>Guest Lecturer: Effua Sosoo, M.A.</i>	• Ch. 19 (p. 455 – 473)
31	Fri, 11/16	VoiceThread on Sakai: Technology	• Newman et al (2011) • Rizzo et al (2013) • Joyable.com
32	Mon, 11/19	Couples Therapy	• Barlow (2008) Ch. 16
		THANKSGIVING RECESS – NO CLASS	
33	Mon, 11/26	Supervision and Consultation	• Wise & Fitzsimmons-Craft (2012)
34	Wed, 11/28	Biomedical Model, Psychopharmacology, & Prescription Privileges	• Deacon (2013) • Prescription Privileges
35	Fri, 11/30	Careers in Clinical Psychology <i>Panel: Erinn Scott, Psy.D. & Kate Dickson, MPH</i>	
36	Mon, 12/3	Grad School in Clinical Psychology <i>Panel: Henry Willis, M.A. & Jen Buchholz</i>	• Prinstein (2014) (p. 5-16) • Ch. 1 (p. 9 – 13)
37	Wed, 12/5	Catch-up and wrap up; Course Evaluations	
	Fri, 12/14 12 PM	EXAM 3	

PSYC 242 COURSE DUE DATES

EXAMS (50%)

- EXAM 1 – Monday, September 24 (during regular class hours)
- EXAM 2 – Wednesday, October 26 (during regular class hours)
- EXAM 3 – Friday, December 14 (12 PM)

REFLECTION PAPERS (5% each = 15%)

On a personal class activity (Choose 2)

Due one week after introduced in class

- Multicultural Identity (Big 9) - due by Fri 9/7, 12 PM
- Thought Tracking - due by Fri 10/12, 12 PM
- Forensic Psychology OR Technology - due by Tues 11/20, 9PM**

On a panel (Choose 1)

Due by the class after the panel

- “Multicultural Issues Panel” - due by Fri 8/31, 12 PM
- “Beginning Therapy Panel” - due by Wed 10/3, 12 PM
- “Careers in Clinical Psychology Panel” - due by Mon 12/3, 12 PM
- “Grad School in Clinical Psychology Panel” - due by Wed 12/5, 12 PM

REACTION PAPER (10%)

(Choose 1)

Due the night before we discuss the paper in class

- Personal vs. Professional Values/LGBT: Paprocki (2014) - due Thursday 8/30, 9 PM
- Pseudoscience: Pignotti (2007) - due Thursday 9/6, 9 PM
- Prescription Privileges - due Tuesday 11/27, 9 PM
- Biomedical Model: Deacon (2013) - due Tuesday 11/27, 9 PM

CLINICAL SKILLS VIDEO + REFLECTION (15%)

(Choose 1)

Due ~1 week after the topic has been introduced in class

- Exposure for specific phobia (e.g., spiders) - due Sunday 10/14 by 9 PM
- Behavioral activation - due Sunday 10/14 by 9 PM
- ACT OR DBT concept (e.g., mindfulness, wise mind) - due Wednesday 10/24 by 9 PM
- Treatment for substance use disorders - due Sunday 11/4 by 9 PM
- Behavioral parent training - due Thursday 11/15 by 9 PM

PARTICIPATION/ATTENDANCE (10%)

- Unannounced in-class assignments

(Choose 3 of 4)

Due the night before the panel

- Question for “Multicultural Issues Panel” - due Tuesday 8/28, 9 PM
- Question for “Beginning Therapy Panel” - due Sunday 9/30, 9 PM
- Question for “Careers in Clinical Psychology Panel” - due Thursday 11/29, 9 PM
- Question for “Grad School in Clinical Psychology Panel” - due Sunday 12/2, 9 PM