

# PSYC 242

# Syllabus

## PSYC 242.001 - Introduction to Clinical Psychology - Spring 2023 (3 credit hours)

### INSTRUCTIONAL TEAM

Desiree Griffin, Teaching Associate Professor - [dgriffin@unc.edu](mailto:dgriffin@unc.edu)

Kat Benson, Instructional Assistant - [kbenson@unc.edu](mailto:kbenson@unc.edu) (Students A-L)\*

Paulina Linares, Instructional Assistant - [plinares-abrego@unc.edu](mailto:plinares-abrego@unc.edu) (Students M-Z)\*

\*Students have been assigned an IA as their initial and primary point of contact based on your last name.

Please initially direct all questions to your assigned IA - including questions about grading. However, we encourage you to please review the syllabus and FAQ pages carefully to find an answer to your question.

### STUDENT HOURS

Although our class is being taught in person, student meetings will be held virtually. Therefore, we will have student hours via Zoom. We would love the opportunity to meet with you and get to know you a bit better. Whether you just want to say hello, have specific questions about the course or career-based questions, please sign-up for a meeting time. You can see our available appointment times and sign up for a meeting by clicking this link. You can also directly make an appointment using your Canvas Calendar (instructions linked here). You should sign up for an appointment so we know to expect you and to be available on zoom.

Dr. Griffin: Tuesdays 10:00 am - 11:00 am; By appointment

Kat Benson: TBD; By appointment

Paulina Linares: Mondays 12:00 pm - 1:00 pm; By appointment

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### COURSE STRUCTURE/DELIVERY

We will be meeting in-person on Mondays, Wednesdays, and Fridays from 2:30 - 3:20 in Mitchell Building, Room 005. During our in-class sessions, the instructional team will provide lectures to expand upon what was in your assigned readings as well as opportunities to practice the material. Outside of class, you are expected to be familiar with assigned readings and complete weekly reading quizzes. Prior students have reported weekly readings requiring 1-4 hours of time.

## **COURSE DESCRIPTION AND 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 issues. 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:

1. develop a refined understanding of the broad scope of clinical psychology.
2. develop a knowledge base on the variety of theoretical approaches to clinical activities, including assessment and treatment.
3. appreciate the scientific approach that is taken to better understand, assess, and treat psychological problems.
4. identify the "red flags" of pseudoscience and the features that separate it from empirically-validated clinical practices.
5. gain more familiarity with the specific duties and activities of clinical psychologists practicing in multiple settings.
6. engage in critical thinking to evaluate the research questions posed by the field as well as to examine the controversial issues.

## **PREREQUISITES AND TARGET AUDIENCE**

Students who have taken Psychology 101 are eligible to take this course. This course can be used to fulfill your Clinical Psychology program area of the B.A. or B.S. Psychology major. Students interested in pursuing a career in the mental health field - particularly clinical psychology - will find this course beneficial for better understanding the typical skills needed in that field.

## **REQUIRED TEXT**

The required text is Pomerantz, Andrew (2020). *Clinical Psychology: Science, Practice, and Diversity* (5th Edition). Sage. The 4th Edition will be acceptable to use for the course as the content is nearly identical. The page numbers will be different than what is listed on the course schedule, but you will still be able to answer almost all guided reading questions using the 4th edition.

Click [here](#) to access the textbook's student resource site

You can purchase/rent electronic access to this text through the following vendors:

VitalSource

Redshelf

All other assigned readings will be provided for you.

## COURSE SCHEDULE

The most up-to-date course schedule is linked [here](#). We reserve the right to make changes to the schedule, but we will not make these changes without good reason. We will announce changes as soon as possible.

## COURSE REQUIREMENTS

### Reading Quizzes (10%)

Each week there will be a few assigned readings. Students have historically commented that readings take them 1-4 hours to complete each week. I have provided Guided Reading Questions (GRQs) for each week's lesson to help you identify the most important information in the readings. You are not required to submit the GRQs - they are only meant to help you process the information more efficiently and effectively. Prior students have noted the GRQs have helped them organize the material and better understand the most critical concepts. It is essential that you complete the readings at the beginning of each week's lesson so you can complete the quiz (see below) by Tuesday and participate in the required in-class activities.

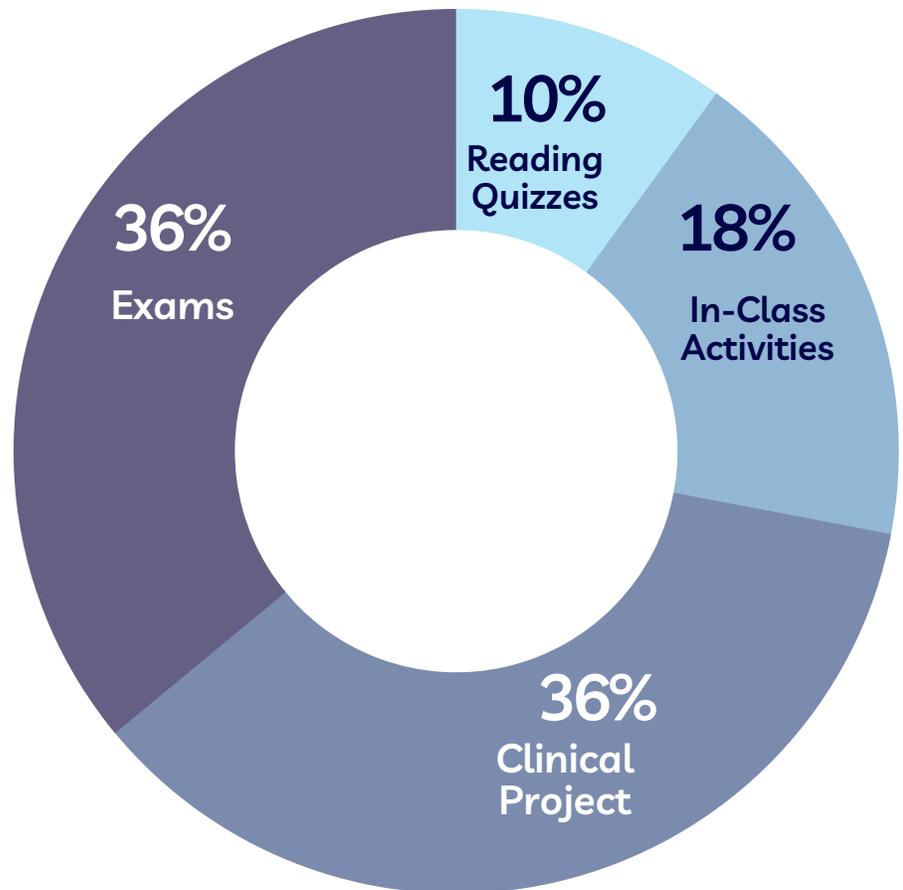
There will be one timed and graded reading quiz per week (most weeks), and this reading quiz will usually be due by Tuesday of each week by 11:59 pm. Eastern Time (UNC time). Any exceptions to the deadline will be posted on the syllabus or announced ahead of time. Quizzes submitted by Wednesday at 11:59 pm will be graded without penalty; however, it's possible you will have needed to know the content from the readings to engage in the in-class activity by Wednesday's class.

It is advised that you complete the guided reading questions (GRQs) before doing the reading quiz, as your responses to the GRQs will facilitate your ability to answer the reading quiz questions in a timely manner. You are allowed to use your readings, your responses to the GRQs, and any notes you took to help you answer the questions. However, if you have not reviewed the material prior to doing the quiz, you might not be able to complete it in the designated amount of time. The reading quiz will consist of 10 multiple choice questions, and you will have 20 minutes to complete the quiz. You are allowed to drop 2 reading quizzes, so reading quizzes cannot be made up (unless you have more than 2 excused absences on reading quiz due dates).

### In-Class Lesson Activities (18%)

You will be expected to participate in lesson activities throughout the course. A random selection of 15 of these activities will be graded, and only your highest 12 graded assignments will count toward your final grade (i.e., the lowest three scores of the 15 graded assignments will be dropped). Activities will consist of poll everywhere responses and either individual- or group-based written short responses. Each graded assignment is worth 15 points, and you can earn 15, 10, 5, or 0 points.

**Full Credit:** To earn full credit (15 points), you must demonstrate that you comprehended and synthesized the material from the activity prompt with the assigned readings and relevant instructor/lecture notes or lesson videos. Full-credit responses will thoroughly address the lesson activity prompt and expand upon the topic with specific relevant examples, references to assigned reading materials, or meaningful/detailed comments. We are not looking for completely correct responses because lesson activities are designed to give you practice; however, responses need to reflect you've attended to the material and are putting forth effort at answering the question accurately/fully. Full credit for poll everywhere responses will be awarded if you participate in more than half of the polls (>50%). For example, if there are 4 poll everywhere activities for a class period, then you must have participated in 3 to receive full credit. Open-ended responses to the polls should indicate you've thought about the content and gave a meaningful response. Limited responses (e.g., a single letter or single word) will either not receive credit or only half-credit.



## Partial credit:

10 points - written responses that address the topic and provide generally accurate information but lack development as evidenced by responses with limited specific details or minimal/no synthesis of course material. Typically, these responses are underdeveloped compared to the majority of the class.

5 points - written responses that are significantly underdeveloped or irrelevant to the prompt. For poll everywhere, 5 points will be awarded to students who participate in half or less of the polls.

0 credit: Students who do not complete the lesson activity or do not participate in any polls will earn 0 points.

## Clinical Project (36%)

You will complete some of the primary roles of a clinical psychologist in this clinical project, which is a semester-long project. The project has three main components (e.g., Interview, Assessment, Treatment Plan) and you will be exposed to working with topics related to mental health. If, for any reason, you believe you will not be able to complete this project (as it's described below) due to sensitive issues that may arise, arrangements can be made for alternative writing assignments. The alternative writing assignment is for students whose own mental health might be at risk by engaging in role-play as a clinician or a client. The alternative assignment is not intended for students who do not like the project. These requests should be made by emailing Dr. Griffin before Sunday, January 29. Below is an overview of each assignment - more specific instructions and grading criteria will be posted via Sakai.

### *Clinical Interview (12%):*

For this component of the project, you will be paired with two other students and assigned to be a "clinician" and a "client." This (clinical interview) is the only component of the project that you will do with a partner.

**Part 1 (Clinician role)** - In the role of clinician, you will conduct an 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. You will submit the interview form and 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, and 3) the challenges and surprises you encountered while conducting the interview.

**Part 2 (Client role)** - Select a fictional human character (from a television show, movie, or book) who has experienced mental health issues. Using your knowledge of this fictional character, complete a rough draft of the interview form as if the fictional character was answering the interview questions. Your responses to the questions **SHOULD NOT** represent true personal issues. If you are unsure how your fictional character would respond to certain questions, you should create your own fictional responses. You will be interviewed by your assigned partner, and you will answer the questions as if you are the fictional character. 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 (12%):*

Based on the clinical interview, create "working" or "preliminary" diagnoses/presenting problems for your client. Submit a 2-page paper detailing additional information or follow-up questions that need to be asked to clarify the diagnosis/presenting problems. Discuss 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 a peer-reviewed source.

### *Treatment plan (12%):*

Using your working diagnoses and the client's presenting problems, create an initial treatment plan that addresses two of your client's problems with empirically-validated treatments. 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).

## Exams (36%)

There will be 3 non-cumulative exams worth 120 points each (please note that the third exam serves as the final exam). Exams will be administered remotely, and you will have a 75-minute window between 8:00 am to 11:59 pm on the test date to complete the exam. Any of the material covered in the readings, lesson activities, instructor notes, and/or lesson videos, will be fair game for the exams. You are permitted to use class notes, readings, and lecture videos while you take the exam. However, you are NOT permitted to discuss the exam with peers or get help from peers.

## Grading System

<u>Assignment</u>	<u>Possible Points</u>		<u>Grade</u>	<u>Points</u>
Reading Quizzes – 10%	100 (10 points each)		A	925-1000
Lesson Activities – 18%	180 (15 points each)		A-	895-924
Clinical Interview - 12%	120		B+	865-894
Assessment - 12%	120		B	825-864
Treatment Plan - 12%	120		B-	795-824
Exam 1 – 12%	120		C+	765-794
Exam 2 – 12%	120		C	725-764
Exam 3 – 12%	120		C-	695-724
TOTAL	1000		D+	665-694
			D	595-664
			F	<595

The above grading scale will be used for calculating final grades. I use ".5" to round up to the nearest whole number (e.g, 894.4 will be a B+ whereas 894.5 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 do not make requests to have your grade increased.

If you disagree with a grade that you've been given (or if you believe a mistake has been made regarding your grade), please email both your IA and Dr. Griffin to let us know. If we are unable to resolve the issue (or you believe mediation is necessary), please review the procedures for a Grade Appeal on the Academic Advising program website.

## MISSED ASSIGNMENTS

*In-Class Activities:* Because not all in-class assignments are graded AND you are allowed to drop three in-class activity grades, there are no extended deadlines for in-class activities.

*Reading Quizzes:* Reading quizzes are due on Tuesdays at 11:59 pm ET; however, everyone will have until Wednesday at 11:59 pm ET to submit these assignments without penalty. However, it's possible you will need to be able to reference the content from the readings in your in-class activities, so it's advised that you complete your readings by the beginning of the week. If you missed the extended deadline (without a university approved excuse), then you will receive a 0 for that quiz. You are allowed to drop two of your reading quiz scores throughout the semester. If you have an university approved excuse for more than 2 reading quizzes, you can make it up.

*Clinical Project:* For each writing assignment due for the project, there is a due date. We will accept assignments 24 hours after that deadline without penalty. Assignments submitted after the 24-hour extension will receive a letter grade deduction for each day it is late, and assignments will only be accepted two days late (which is 3 days after the initial deadline). Please pay close attention to the course schedule and the relevant deadlines for submitting assignments. If you are unable to complete an assignment by the designated timelines due to an unexpected university approved excuse (e.g., illness), please contact Dr. Griffin to discuss whether an extension or make-up assignment is feasible. If you have an accommodation that grants you extensions, please request these extensions AHEAD of the scheduled due date by emailing Dr. Griffin and by submitting an extension request through ARS. Because the clinical project assignments/deadlines are posted well in advance, you are expected to submit your assignments before the deadline if you have predictable conflicting excused absences (e.g., university sporting event, medical appointment).

*Absent due to quarantine/COVID/significant illness:* If you need to miss class for more than three days because of a significant illness, please contact Dr. Griffin ASAP with the appropriate documentation. It is your responsibility to get class notes from a peer, but we can help answer any questions you might have about missed content. Because you are allowed to drop three lesson activities, you will only be allowed a "make-up" lesson activity if your excused absence prevented you from missing four or more graded lesson activities.

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## COURSE POLICIES

### *Communication*

Due to the size of this class, it will be important that communication is channeled to the appropriate outlet to ensure your questions/concerns get responded to in a timely manner. Your assigned IA is your primary point of contact and you should email them first with any questions/concerns about the class. Your IA will route any concerns/questions to me that require my involvement. Please allow the instructional team three business days to respond to your email. If you haven't heard back within 3 business days, please send a follow-up email (it's likely it fell off our radar). Emails will be responded to during business hours (8 am - 6 pm) - if an email is sent after hours or on the weekend, it will be responded to within 3 days of the next business day.

### *Attendance*

Students are expected to attend class (per the University's Class Attendance Policy). Students can obtain a University Approved Absence (UAA) for the following reasons: 1) Authorized university activities, 2) Situations provided for by ARS/EOC (e.g., pregnancy, religious observation/disability), and 3) Significant health condition/family emergency. The UAAO website provides additional information about university approved absences.

We understand that not every absence warrants a trip to the student health center or will qualify for a UAA. Therefore, we have structured the class to allow students to miss days without it negatively impacting their grade (e.g., dropped assignments, grace-period extensions, recorded lectures). However, students who miss an excessive number of days (more than 4) will likely find it difficult to keep up with the material and their grades might be impacted - especially for in-class activities.

If you find yourself missing class (for excused or unexcused reasons), please reach out to Dr. Griffin or your IA so we can provide you resources for more successfully attending class consistently.

### *Sensitive Course Content (Trigger Warning)*

In this course, we'll be talking about several topics that can be triggering to mental health - including the treatment and assessment of a variety of different mental health issues (e.g., depression, anxiety, eating disorders, suicide, childhood trauma, and substance abuse). If you anticipate having difficulty with the content of this course, it is advised that you consider 1) preparing for the content by discussing it ahead of time with any treatment providers or support people or 2) dropping the course. We have structured the course so that you can skip a class, in-class activity, or case study that you find difficult to engage with; however, you are still responsible for learning the content for the purposes of the exams. If multiple topics are triggering then you will not be able to engage in the material in a healthy or educational manner, so it might be in your best interest to consider taking the course in a different semester.

If you find yourself triggered by these topics and would like resources for coping, I recommend connecting with CAPS (Counseling and Psychological Services), Student Wellness, or Tarheel Navigators (a peer-based support group).

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## **STUDENT RESOURCES**

Successful people use resources! Here are some free resources that UNC offers that I encourage you to take advantage of:

*The Learning Center* - provides one-on-one academic coaching, peer tutoring, study workshops, and online tools to help students learn more efficiently and perform better in their coursework.

*The Writing Center* - provides online and in-person consultations and online resources to help students become better writers, as well as additional workshops and speaking/writing groups for ESL students.

*Dean of Students Office* - provides support and assistance to the UNC community focused on empowering students to succeed in navigating the university environment. The Dean of Students is a great resource if you experience stressors that prevent you from attending class/submitting work in a timely manner.

*CAPS (Counseling and Psychological Services)* - provides consultations and connection to clinically appropriate services for short or long-term needs. Walk-in evaluations are available at their facilities on the third floor of the Campus Health Services building. Please note that even though the instructional team is trained in clinical psychology, we cannot provide services to you. However, we are happy to refer you to appropriate resources.

*Title IX Compliance Office* - Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall - [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

## **ADDITIONAL NOTES**

### *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. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. 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. On online classroom can create easier and more unique opportunities and temptations to cheat, so I ask that you respect yourself, your peers, your instructor, and this class by observing the UNC Honor Code. Thank you!

UNC Honor Code



## **ACADEMIC ACCOMMODATIONS**

If you require certain accommodations during this course, please contact Accessibility Resources and Services (ARS) during the first week of the semester so that appropriate accommodations can be made. If your accommodation includes extra time for graded assignments (e.g., exams, quizzes), then please email me immediately. You will be granted access to reading quizzes and exams that have a time extension, and we can discuss other deadlines on an "as-needed" basis. If you think you'll need to use an approved extension for a writing assignment, please contact me at least three days in advance of the due date and submit an extension request through ARS.

If you would like to discuss any additional accommodations in more depth, please email me or make an appointment with me as soon as possible.

[ARS website](#)

## **OUR INCLUSION COMMITMENT TO YOU**

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of voices. In this class, we will make an effort to read papers from a diverse group of clinical psychologists and consider the importance of intersectionality when discussing clinical psychology techniques. Please contact Dr. Griffin if you have suggestions for how to improve the inclusion and diversity of course materials.

Furthermore, we would like to create a learning environment that supports diversity of thoughts, perspectives, and experiences, and honors your intersectional identities (e.g., including race, gender, class, sexuality, religion, ability, etc). To help accomplish this:

If you have a name and/or set of pronouns that differ from those that appear in Connect Carolina, please let us know. If you feel like your performance is being negatively impacted by experiences inside or outside of class, please don't hesitate to contact the instructional team. We want to hear your concerns and be a resource for you.

We are striving to honor diverse perspective and identifies; however, we each have our blind spots. If something was said in class (by anyone, including the instructional team) that made you feel uncomfortable, we encourage you to let us know.

If you would prefer to submit feedback anonymously, the best way to do so is by accessing the anonymous survey linked here.

UNC as a larger institution is committed to providing an inclusive and welcome environment as well. Please read their Policy Statement on Non-Discrimination for more information.

