



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

PSYC 401 - 001 Course Outline

Department: Department of Psychology
Term: Winter 2017 Term 1 (3 credits)
Course Title: Clinical Psychology
Course Schedule: TTh 3:30 - 5:00
Location: AERL 120

Professor: Dr. Sheila Woody
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Office phone: (604) 822-2719
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Course Description

The goal of this course is to orient you to the field and profession of clinical psychology. The course covers a brief history of clinical psychology, as well as current standards and evidence-based practices. Students learn about the theoretical approaches and common assessment and treatment activities of clinical psychologists and gain an appreciation for the current issues in these areas. Students are briefly introduced to clinical subspecialties. The course also includes development of skills such as critical thinking, teamwork, and effective written and oral communication, which are important skills that any facilitator (clinical psychologist, educator, businessperson) needs to acquire.

Prerequisite

This course is intended primarily for advanced psychology majors who plan to pursue graduate training in clinical psychology or who plan to work in a setting where knowledge of clinical psychology would be an asset. Students must have completed PSYC 300 as well as the 100- and 200-level psychology courses.

Learning Objectives

By the end of this course, students will be able to:

1. Discuss the science of clinical psychology, including specialty topic areas, current controversies, and historical perspectives.
2. Appreciate, explain, and imagine the contribution that psychological science can make to improve the well-being of individuals, families and communities.

3. Find, read, interpret, and synthesize peer-reviewed research literature in psychology to answer a question about mental health and to deepen knowledge of the topic.
4. Act in accord with relevant sections of [CPA Code of Ethics](#), including *respect for the dignity of persons and peoples, responsible caring, integrity in relationships, and responsibility to society*.
5. Collaborate effectively with a diverse group of peers to produce a written or oral summary of completed discipline-specific work (e.g., applied intervention).
6. Gain fluency in conversing about current issues in psychology with peers, graduate students and/or faculty (i.e., networking skills).
7. Identify several career options for psychology majors, and ways to prepare for them.

Required Reading

Hunsley, J. & Lee, C.M. (2014). *Clinical psychology: An evidence-based approach*. (3rd ed.) Etobicoke, ON: John Wiley & Sons Canada.

This textbook is available at the UBC Bookstore as a new (\$174) or used (\$130) hard copy or as an e-book 180-day rental (\$65). If you prefer a permanent (i.e., not rented) version of the e-book (\$80), go to the publisher's website: [Wiley](#).

Course Assignments, Due Dates and Grading

Team Project (see description below)	45%
Active participation	5%
Quizzes (average of 5 best quiz marks)	50%

Team Project

The purpose of this project is to develop the knowledge and skills to be able to find and use clinical psychology research and communicate that information to others. In addition, you will develop knowledge, skills, and attitudes that will help you to approach group work and team projects in a way that promotes positive interactions and outcomes. Teamwork is an important skill both in university and in the working world.

Students will be assigned to a team for this project. Teams will select a mental health problem (not necessarily a diagnostic category) and design a detailed plan for a 4-5 segment workshop on a prevention or intervention to briefly address the problem. The target audience (i.e., learners) for the program is peer support workers, who are non-professional individuals who work in a health agency to provide extra support (e.g., mentoring, education, advocacy, counselling) for members of the community who are struggling with challenges to their mental health. Suicide prevention hotlines staffed by trained peers are an example of this sort of intervention. Usually, peer support workers have some lived experience of mental illness.

It will probably be useful to read chapter 4 of the textbook early to refresh your memory about research designs and the type of conclusions that can be drawn from different designs as well as to deepen your knowledge of clinical research design. This preparatory step is **recommended** even if you did well in PSYC 217 and 218.

Steps in the process include:

1. Establish foundation of the team's work together. Identify areas of strength and areas for development; come to agreement about how you will work together; choose a topic.
2. Work together as a team to complete small assignments that deepen your learning of the material we are covering and provide preparation for the team project.
3. Conduct background research and outline the overall workshop as a team. Individually write a detailed lesson plan for one segment of the proposed workshop. As a team, develop an abstract for the overall workshop that synthesizes the contributions of each segment.
4. As a team, develop a creative preview of the workshop that can be consumed in about 5 minutes. This might be in the format of a webpage, conference poster, or video. (Other creative ideas are welcome.) Share this preview with other teams.

The workshop outline (one per team) is **due by 3:00 pm on 17 October**. The outline must include the following: (a) description of the mental health problem, (b) research-based facts about the problem, (c) important factors to assess and suggested tools for assessment, (d) one evidence-based intervention, and (e) references to support the material in sections a-d. Hint: these elements can form the segments of the workshop for which individual students prepare detailed lesson plans.

Each student on the team will then individually prepare a detailed lesson plan for one approximately 20-minute segment of the team's workshop (individually graded assignment). The lesson plan should not exceed 1,500 words (excluding references and title page). I **strongly recommend** that students practice giving the lesson (perhaps just to yourself) as a step in the editing process; otherwise it is easy to create lessons that are too brief or too long. Lesson plans are **due by 3:00 pm on 14 November**. On 16 November, teams will work together in class to develop a 500-600 word abstract of the workshop that synthesizes all the elements.

Teams should prepare a preview or sample of the workshop to present as a team to the class. The preview should not exceed 5 minutes. These previews will be presented during the last week of class or may be uploaded to the course website for other students to view, depending on the format. The preview could be a promotional tool to attract appropriate audience members, an abstract of the overall workshop, or a brief detailed sampling of material from the workshop. **Arrangements for the format of the presentations must be made by the end of class on 16 November.**

Evaluation Breakdown:

This project is worth 45% of your course grade. 25% is based on your individual performance within the team, and the remaining 20% is a team grade. Here is the breakdown of the graded components of this assignment:

Component	Product(s) Due	Due Date	Weighting (Total 45%)
Team Foundations	team agreements topic choice plan for component 2	12 September (in class)	2% (team)
Outline for Workshop		17 October at 3:00pm	5% (team)
Lesson Plan	detailed lesson plan for one approximately 20-minute segment of the workshop	14 November at 3:00pm	20% (individual)

Component	Product(s) Due	Due Date	Weighting (Total 45%)
Abstract & Synthesis of Workshop	500-600 word abstract of the workshop (synthesizing all segments)	16 November (in class)	5% (team)
Creative Sample	5-min presentation of some aspect of the workshop your team has planned	28 or 30 November (in class)	8% (team; 4% instructor evaluation, 4% peer evaluation)
Teammate Evaluation	online	8 December	5% (individual)

Outlines, lesson plans, and abstract/synthesis must be submitted to the course website on Canvas as a PDF; neither e-mail nor hard copy will be accepted.

Late Assignments: Due to the team nature of the major assignment for this class, **late team-based assignments will not be accepted under any circumstances.** Individually graded assignments will be sharply penalized for lateness, as the rest of the team is depending on each individual. **Late individually-based assignments will be marked down 10% per day past the due date.** I recommend planning ahead so that you are able to meet your responsibilities on time even if unexpected illness occurs.

Quizzes

Due to research indicating students learn better in the context of frequent testing, this course will involve six brief quizzes in lieu of a midterm and final exam. These quizzes will primarily consist of multiple choice and (very) short answer questions. Expect to see questions covering information presented in the textbook (whether or not it has been discussed in class) as well as material presented during lectures, videos or speakers in class, or class discussions.

Missed Quizzes: There will be **no make-up quizzes.** I will drop each student's lowest quiz grade before calculating overall grades for the quizzes. That is, the quiz portion of the final grade will be based on the student's best five quiz grades. If you miss a quiz for illness, athletic events, or any other reason, that quiz will be dropped and your overall quiz grade will be based on the remaining five quizzes.

Students have the right to view their marked examinations with the instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Active Participation

Your learning in this course depends on active student participation, both in terms of contributing your own thoughts, opinions, and observations toward class discussions and exercises and listening to what other students have to share. Attendance is required, as is active engagement with classroom exercises and teamwork. Accordingly, 5% of your grade in this course will be based on the quality and quantity of your participation in the course as shown through attendance during the entire class (be on time!), contributions to online discussion, taking a turn at leadership in your team. Importantly, to participate actively, you will need to develop the ability to resist the urge to allow your attention to be distracted by responsibilities or events outside of the classroom.

Extra Credit

Students have the opportunity to earn up to three (3) extra percentage points on their overall final grade by participating in research conducted in the Psychology Department through the Human Subject Pool (HSP). Participating in research allows you to directly observe the research process and contribute to ongoing research at UBC. You may get points via this mechanism by one of two means: a) participating in a research study that provides extra credit through the HSP or b) completing a library writing project.

More information about both these options is provided on the [Human Subject Pool](#) website. If you want to take advantage of these opportunities for extra credit, you must set up an online account at the [Psychology Research Participation System](#) to sign up for studies (or submit your research summaries) and manage your extra credit points. To build on your learning in this course, I strongly encourage you to seek studies this term that relate in some way to clinical psychology.

More Information and Resources

Course Website

Access information and resources for this course through [Canvas](#). I will post basic lecture outlines on the course website prior to each class. These are outlines - they do not contain the details of the lectures. Many students use these outlines as a basis for taking notes in class. **If you miss a class, it is your responsibility** to consult the lecture outlines AND to borrow notes from a classmate regarding any videos or in-class exercises. I will not respond to emails asking about the contents of lectures that were missed.

Remember to **use the discussion board** on the course website. If you have a question about assignments, exams or course policies, first check the course outline and then the discussion board. You are likely to find the answer to your question has already been provided. If not, post your question on the discussion board!

Regarding **e-mail**, if you have a simple question that **can be answered in one sentence**, send an email to the course TA. (Be sure to read the discussion board carefully before you send an email.) Do not send an email to the Professor unless you have already spoken to the TA and still have a question. Boaz is a highly knowledgeable doctoral student specializing in clinical psychology. He is friendly and eager to help you understand the course material and prepare for exams. Be aware that if you send an email question that is likely to be of interest to other students in the course, we will post the question and response on the Discussion board.

If you have a question **about a topic being discussed in class**, raise your hand and I will try to call on you. If you are shy about speaking in class (or if I was not able to call on you), **visit me or the TA** during office hours, make an appointment to **speak with the TA**, or use the **discussion board**.

Course Schedule

Date	Topic	Required Reading	Additional Assignments
5 & 7 September	History of Clinical Psychology	chapter 1	Read the <i>Graduate Studies in Counselling Psychology Presentation</i> (PDF on Canvas)
12 & 14 September	Professional Issues and Ethics	chapter 2, CPA Code of Ethics	Read chapter 3 if it has been awhile since you took PSYC 300.
19 & 21 September	Assessment Overview	chapter 5	Quiz #1 covering chp 1-2 and Ethics on 19 Sept at 3:30
26 & 28 September	Assessment: Interviews & Observations	chapter 6	Quiz #2 covering chp 5-6 on 28 Sept at 4:30
3 & 5 October	Assessment: Testing	chapters 7 and 8	assessment exercise
10 & 12 October	Assessment and Decision-Making	chapter 9	Quiz #3 covering chp 7-9 on 12 Oct at 4:30
17 & 19 October	Intervention Research	chapter 4	team outline for lesson plans must be submitted to Canvas by 3:00 on 17 Oct
24 & 26 October	Intervention Overview	chapter 11	Quiz #4 covering chp 4 & 11 on 26 Oct at 4:30
31 Oct & 2 Nov	Intervention with Adults	chapter 12	
7 & 9 November	Intervention with Adults	chapter 14	Quiz #5 covering chp 12 & 14 on 9 Nov at 4:30
14 & 16 November	Prevention	chapter 10	detailed lesson plans must be submitted to Canvas by 3:00 on 14 Nov team abstract due 16 Nov at the end of class
21 & 23 November	Intervention with Youth	chapter 13	Quiz #6 covering chp 10 & 13 on 23 Nov at 4:30
28 & 30 November	Intervention Presentations		

Course Policies

Grades: In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. (Grade inflation is the

tendency in some departments or universities for the vast majority of students to get high marks, thus - in the eyes of some - making high marks meaningless.) According to departmental policy, the mean grade in a 400-level class is 70% for a good class, 68% for an average class, and 66% for a weak class, with a standard deviation of 13. This means that about half the class will be in the A and B range (combined). **Scaling may be used** in order to comply with these norms; grades may be scaled up or down as necessary by the Professor or Department. This process ensures roughly similar grade distributions across different sections of the same course.

Scaling, if necessary, will be done using a method called a linear transformation, which applies the same adjustment to everyone's scores. Resulting marks are dependent on how well students demonstrate their mastery of course material relative to their peers. Your scaled mark is a function of how well you did relative to how the class/section as a whole performed. If there is a test that is "too easy" in the sense that marks as a whole tend to be high, then scores in general will be shifted down. If you put everyone's **raw** scores in order from lowest to highest, you get the same rank order of students as if you put the **scaled** scores from lowest to highest. The better your raw score, the better your scaled score, but how good or bad your scaled score is depends on how well the section as a whole did.

Academic Accommodation: The University accommodates students with disabilities who have registered with [Access & Diversity](#). The University also accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. **It is your responsibility to let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.** Students who plan to be absent for varsity athletics, family obligations, or other similar commitments cannot assume they will be accommodated and should discuss their commitments with me before the drop date. If, during the semester, you develop a problem that may require academic accommodation, you should inform the instructor and visit Access & Diversity as soon as possible. Everything goes much more smoothly if you **make arrangements in advance** of exams or assignment due dates.

Academic Misconduct: Cheating, plagiarism, and other forms of academic misconduct are very serious concerns, and the University and Department of Psychology have taken steps to alleviate them. Please review the section on [Academic Misconduct](#) in the UBC Calendar for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit the [Guide to Academic Integrity](#) for discussion of academic integrity, including tips on avoiding plagiarism and consequences of academic misconduct.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. In cases of academic misconduct, UBC has the right to impose harsher [penalties](#) including (but not limited to) a failing grade for the course, suspension or expulsion from the University, cancellation of scholarships, or a notation on a student's transcript.

All graded work in this course is to be original work done independently by individuals. If you have any questions as to whether what you are doing is even a borderline case of academic misconduct, please consult one of the teaching assistants. For details on pertinent University policies and procedures, please see the [Student Conduct and Discipline](#) section of the UBC Calendar and [University Policy 85](#).

Important Dates

Last date for **withdrawal** through the Student Service Centre without a "W" on your transcript: **19 September**

Last date for **withdrawal** through the Student Service Centre with a "W" on your transcript: **13 October**

Student Wellness Resources

Below you will find a list of resources you may want to utilize if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general.

[The kaleidoscope](#) is a confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges or if you're just feeling stressed about school in general. Registration is not required to attend the group. See the website for meeting times and locations. Food and drink are provided.

[Counselling Services](#) offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or to document an illness if you should require academic concession. Phone: 604-822-3811

[SpeakEasy](#) is a student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community. Phone: 604-822-9246

Self-Harm Anonymous Recovery and Education ([SHARE](#)) promotes self care and education about self harm. SHARE support groups meet biweekly; times and locations can be found on their website.

[UBC Wellness Centre](#) is a drop-in centre where you can speak with other students about managing stress, keeping healthy sleep and eating patterns, concerns about safer sex and more. Phone: 604-822-8450

[Access and Diversity](#) provides accommodations for students living with physical or mental disabilities. Phone: 604-822-5844

[Student Health Services](#) provides students with a variety of health services to help you maintain your health while studying. Access to doctors and registered nurses. Phone: 604- 822-7011

[Mood Disorders Centre](#) is a psychiatric program designed specifically for individuals living with depression or bipolar disorder.

[Mental Health Awareness Club](#) offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

[The Survival Manual](#) is a compilation of services available in BC, particularly related to addictions but also situations including homelessness, hunger, or other crises. Services include counselling, education, social action research, and community development.

[AMS Food Bank](#) is an emergency food relief service for UBC students. If you are experiencing a financial crisis, they can provide you with a food hamper. You are able to use the service up to 6 times each term.

[BC Crisis Center](#) is a non-profit, volunteer crisis line available 24/7 that provides emotional support to youth, adults, and seniors in crisis in BC. Phone: 604-872-3311

Distress Line. Call **1-800-Suicide (784-2433)** if you are in distress or are worried about someone in distress who may hurt themselves. Available 24 hours a day. No waiting or busy signal.