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**THE UNIVERSITY OF BRITISH COLUMBIA**

## **PSYC 401 - 901 Course Outline**

**Department:** Department of Psychology  
**Term:** Winter 2019 Term 1 (3 credits)  
**Course Title:** Clinical Psychology  
**Course Schedule:** Tues 5:00pm - 8:00pm  
**Location:** AERL 120

<b>Course Instructor:</b> Dr. Connor Kerns	<b>Teaching Assistant:</b> Ariel Ko
<b>Office location:</b> 3404 Kenny	<b>Office location:</b> Kenny 1001
<b>Office phone:</b> (604) 822-6771	<b>Office hours:</b> By appointment
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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. 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. Learning will be achieved via a combination of lectures, group work, quizzes, and class participation.

### **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*. (4th ed.) Etobicoke, ON: John Wiley & Sons Canada.

This textbook is available at the [UBC Bookstore](#) as a new (\$129.60) or used (\$97.20) or as a digital book (\$64.00)

## Course Assignments, Due Dates and Grading

Quizzes (average of 5 out of 6 best quiz marks)	50%
Active participation (see below)	10%
Team Project (see below)	40%

### 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/or (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. Quizzes will be held at the beginning of each class to ensure that students with academic accommodations may complete them at Centre for Accessibility as needed and then join the class afterwards.

**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 will be **50% of your final grade** and will be based on your 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. I recommend studying diligently for each quiz so that you may receive the highest possible grade as opposed to "using up" this opportunity early in the semester and then facing increased pressure to do well on the quizzes that remain.

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, **10% 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 in-class activities, pre and post-class surveys and/or reflections, and 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.

## Team Project

The team project will make up **40% of your final grade**.

**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. **Step 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. **Step 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. **Step 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. **Step 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.

### Team Project Evaluation Breakdown:

This project is worth 40% of your course grade. 25% is based on your individual performance within the team, and the remaining 15% is a team grade. Here is the breakdown of the graded components of this assignment:

Component	Product(s) Due	Due Date	Weighting (Total 40%)
<b>Team Foundations</b>	Complete Team Foundations Work Sheet	10 September (in class)	1% (team)
<b>Outline for Workshop</b>	Complete Detailed Outline of Workshop and Roles	15 October at 5:00pm	3% (team)
<b>Lesson Plan</b>	Submit detailed lesson plan for one, 20-minute segment of the workshop	29 October at 5:00pm	20% (individual)
<b>Abstract &amp; Synthesis of Workshop</b>	500-600 word abstract of the workshop (synthesizing all segments) and plan for Creative Sample	12 November (in class)	5% (team)
<b>Creative Sample</b>	5-min presentation of some aspect of the workshop your team has planned	26 November (in class)	6% (team; 3% instructor evaluation, 3% peer evaluation)
<b>Teammate Evaluation</b>	online	1 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.**

#### Team Foundations (1%)

In class, each team will meet to (1) develop team rules or guidelines for how you would like to work together as a team, (2) discuss your topic, (3) discuss potential different sections of your workshop and the roles of each team member and leadership of lesson plans, (4) describe the steps you will take to further research your topic and develop your outline by 15 October.

#### Workshop Outline (3%)

The workshop outline (one per team) is **due by 5:00 pm on 15 October**. The outline must include the following: (a) description of the mental health problem, (b) research-based facts about the problem, (c) (d) suggested tools for assessment, (e) other important factors to assess and (d) one evidence-based prevention or 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.

#### Lesson Plan (20%)

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 5:00 pm on 29 October**.

Lesson plans should include the following components:

- **Learning objectives:** What will participants learn from this lesson?
- **Rationale:** What will you use to “hook” or engage the learner in the lesson? Why is your topic and this particular lesson important?
- **Learning Details:** The curriculum you will deliver and explore during the lesson (should include strong references)
- **Assessment:** How will you determine if your learning objectives have been met? (include some sample questions or an assignment you would give to test attendees knowledge)
- **References:** Scientific evidence to support your lesson content and/or provide further reading.

**Abstracts and Synthesis of Work (5%)** On **12 November**, teams will work together in class to develop a learning objectives, a 500-600 word abstract of the workshop that synthesizes all the elements and a plan for their creative sample.

### **Creative Sample (6%)**

Teams should prepare a preview or sample of the workshop to present as a team to the class on **26 November**. 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 29 October.**

**Late Assignments:** Graded assignments will be sharply penalized for lateness, as the rest of the team is depending on each individual. **Late 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.

## **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](#). **If you miss a class, it is your responsibility** to borrow notes from a classmate regarding what was covered in class. **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 syllabus 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. Your TA is a highly knowledgeable doctoral student specializing in clinical psychology who is friendly and eager to help you understand the course material and prepare for quizzes and your final project. 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
3 September	Evolution of Clinical Psychology	Chapter 1	Read the <i>Graduate Studies in Counselling Psychology Presentation</i> (PDF on Canvas)
10 September	Professional Issues and Ethics	Chapter 2, CPA Code of Ethics	Team Foundations Worksheet (completed in class).
17 September	Clinical Subspecialties & Diagnosis	Chapters 3 & 15	<b>Quiz #1 covering chpt 1-2 and Ethics at 5pm</b>
24 September	Research Methods in Clinical Psychology	Chapter 4	<b>Quiz #2 covering chpt 3 &amp; 15 and Ethics at 5pm</b>
1 October	Introduction to Assessment and Assessment Methods	Chapters 5 and 6	In-class reflection or activity
8 October	Cognitive Assessment	Chapter 7	<b>Quiz #3 covering chpt 4-5 at 5pm</b>
15 October	Symptom & Personality Assessment	Chapter 8	<b>Team Workshop Outline due on Canvas by end of class</b>

<b>Date</b>	<b>Topic</b>	<b>Required Reading</b>	<b>Additional Assignments</b>
22 October	Assessment Integration	Chapter 9	<b>Quiz #4 covering chpts 6-8 at 5pm</b> Mid-term course evaluation (completed in class)
29 October	Prevention	Chapter 10	<b>Individual Lesson Plan due on Canvas by 3pm</b>
5 November	Intervention Overview	Chapter 11	<b>Quiz #5 covering chpt 9 &amp; 10 on 9 at 5pm</b>
12 November	Intervention with Adults	Chapter 12	<b>Team Workshop Abstract due by end of class</b>
19 November	Intervention with Youth	Chapter 13	<b>Quiz #6 covering chpt 11, 12 &amp; 13 at 5pm</b>
26 November	Mechanisms of Therapeutic Change	Chapter 14	<b>Review of Creative Samples</b> Final course evaluation

## 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. For course policies regarding **in-term academic concessions**, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

**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](#).

#### **[UBC Values and Student Support:](#)**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policiesresources-support-student-success>). Additional student wellness resources are also included at the end of this document.

#### **Important Dates**

Last date for **withdrawal** through the Student Service Centre without a "W" on your transcript: **17 September**

Last date for **withdrawal** through the Student Service Centre with a "W" on your transcript: **11 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.