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**THE UNIVERSITY OF BRITISH COLUMBIA**

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

**Department:** Department of Psychology  
**Term:** Winter 2020 Term 1 (3 credits)  
**Course Title:** Clinical Psychology  
**Course Schedule:** Web-based Course, 13 weeks: Sept 8, 2020 - December 3, 2020  
**Location:** canvas.ubc.ca

**Course Instructor:** Dr. Connor Kerns  
**Teaching Assistant:** Kosy Onochie  
**Email:** [cmkerns@psych.ubc.ca](mailto:cmkerns@psych.ubc.ca)  
**Email:** [kosy.onochie@ubc.ca](mailto:kosy.onochie@ubc.ca)  
**Office hours:** See below.  
**Office Hours:** By appointment

### **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. Critical thinking and an understanding of evidence-based practice will be particularly emphasized.

**Learning will be achieved via a combination of weekly readings, audiovisual learning (pre-recorded lectures, podcasts and videos), and discussion board participation.** There will be a dedicated **Q&A Forum** on Canvas for questions and the professor will offer **synchronous office hours** on most Tuesdays from 5-6pm for further support. In addition, students can sign up for individual meetings with the professor Wednesdays from 9am-10am as needed and with the TA by appointment.

Each week's course materials are organized as "Modules" on Canvas. [Click on each week's Module to see the assigned readings, audiovisual learning materials and mini-lectures.](#)

**Readings:** Readings will be assigned each week from the course textbook. In addition, research articles or other readings, designed to offer a deeper dive into certain topics will supplement the text book some weeks.

**Audiovisual Learning:** The professor will upload a series of brief pre-recorded "mini-lectures," as well as podcasts and videos that you should view each week. All will review or elaborate upon key topics from the textbook and other readings.

**Q&A Forums:** The Q&A forum is a dedicated discussion thread where you can post questions about course assignments and content. It is a great way to share information and ask questions that others in the class may be able to answer. In addition, the Professor and TA will review the forum and answer questions about the course content regularly throughout the week (usually Tuesdays and Thursdays).

**Office Hours:** I will hold synchronous online office hours [here](#) every week on Tuesdays from 5:00-6:00pm (our normally scheduled lecture time) to discuss any questions that have not already been answered on the discussion board or which require clarification. We may or may not use the full 60 minutes each week and attendance is optional, but I will be there if you want to connect or just say hello. **Occasionally, this time may also be used for a synchronous panel discussion related to the week's readings which you are strongly encouraged to attend (see Course Schedule below).** If you cannot attend, the panel will be recorded and posted on Canvas within 24 hours.

You can also [sign up](#) for private 1:1 Zoom meetings with Dr. Kerns on Wednesday from 9am-10am (or with the TA by appointment). Slots must be reserved no less than 3 hours before scheduled office hours. If none of the available times are possible for you, please email Dr. Kerns or the TA for an alternative time.

### **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. Gain fluency in conversing about current issues in psychology with peers, graduate students and/or faculty.
6. 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.

Topical research articles (see Course Schedule below and Course Materials on Canvas)

The course textbook is available at the UBC Bookstore as a new (\$129.60) book or as an ebook from Wiley (\$64):

<https://www.wiley.com/en-ca/Introduction+to+Clinical+Psychology%2C+4th+Edition-p-9781119403067>

## Course Grading

Quizzes (average of 4 out of 5 best quiz marks)	90% Total (22.5% each)
Discussion Group Participation	10% Total

### Quizzes (90%)

Due to research indicating students learn better in the context of frequent testing, this course will involve **five quizzes** in lieu of a midterm and final exam. These quizzes will consist of multiple choice and short answer questions (1-2 paragraphs). Expect to see questions covering information presented in the textbook (whether or not it has been discussed in lecture) and research articles as well as material presented during lectures, videos or guest speakers and panels. Quizzes will be held on Fridays every 2-3 weeks throughout the term (see schedule below). They will be open-book, but time-limited (~20-25 minutes). You will need to have a very good understanding of the material in order to complete the quiz within the given time frame. In addition, questions may require you to apply concepts that you have learned rather than recall facts.

**Missed Quizzes:** I will drop each student's lowest quiz grade before calculating overall grades for the quizzes. That is **your final grade will be based on your 4 best quiz marks** (each quiz will be worth 22.5% of your final grade). If you miss a quiz, that quiz will be dropped and your overall quiz grade will be based on the remaining four 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. If you miss more than one quiz and are approved for an academic concession (see [here](#)), please reach out to the professor for an alternative assignment (typically a research paper).

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.

### Discussion Group Participation (10%)

Your participation grade in this course will be determined by your participation in regular discussion groups. **To find the group discussion threads for each week look on that week's module, under "Assignments" or go to "Assignments" tab on Canvas.** Discussion groups of 8-10 people will be randomly assigned in the beginning of the term. After reviewing the course materials and discussion prompt for each week, post an original comment or respond to one other post. Posts should be respectful, thoughtful, reflect that week's discussion question or prompt, demonstrate that you have engaged with the week's learning materials and advance the discussion. **Posts are due by 11:59pm each Tuesday.** You can earn 1 point per week for contributing an original comment or response to the discussion. In addition, 4 discussions will be randomly selected and evaluated. For each randomly selected discussion, you may earn an additional 1 point (up to 4 points total) if your post meets the criteria outlined above.

## 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](#). All class materials are available on Canvas within the course modules. Any weekly, synchronous classes will be recorded and posted on Canvas within 24 hours.

### Email Policy

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 Q&A Forum 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. 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.

## Course Schedule

Week	Topic	Required Materials	Synchronous Activities	Assignments
Week 1: Sept 8 - 11	Evolution of Clinical Psychology	Chapter 1; Canvas Mod 1	Virtual Office Hours Tuesday 9/8 5-6pm	Discussion Group Intro (Optional)
Week 2: Sept 14 - 18	Contemporary Clinical Psychology & Ethics	Chapter 2; Canvas Mod 2	<b>Mental Health Careers Panel</b> Tuesday 9/15 5-6pm	Discussion Group
Week 3: Sept 21 - 25	Classification & Diagnosis	Chapter 3; Canvas Mod 3	Virtual Office Hours Tuesday 9/22 5-6pm	<b>Friday, Sept 25: Quiz #1 (WK 1-3)</b> Discussion Group
Week 4: Sept 28 - Oct 2	Introduction to Assessment	Chapter 5; Canvas Mod 4	<b>Clinical Psychology Careers Panel</b> Tuesday 9/29 530-630pm	Discussion Group

Week	Topic	Required Materials	Synchronous Activities	Assignments
Week 5: Oct 5 - 9	Assessment Methods	Chapter 6; Canvas Mod 5	Virtual Office Hours Tuesday 10/6 5-6pm	<b>Friday, Oct 9: Quiz #2 (WK 4-5)</b> Discussion Group
Week 6: Oct 12 - 16	Cognitive Assessment	Chapter 7; Canvas Mod 6	Virtual Office Hours Tuesday 10/13 5-6pm	Discussion Group
Week 7: Oct 19 - 23	Symptom & Personality Assessment	Chapter 8; Canvas Mod 7	Virtual Office Hours Tuesday 10/20 5-6pm	Discussion Group
Week 8: Oct 26 - 30	Assessment Integration	Chapter 9; Canvas Mod 8	Virtual Office Hours Tuesday 10/27 5-6pm	<b>Friday, Oct 30: Quiz #3 (WK 6-8)</b> Discussion Group
Week 9: Nov 2 - 6	Intervention Overview	Chapter 11; Canvas Mod 9	Virtual Office Hours Tuesday 11/3 5-6pm	Discussion Group
Week 10: Nov 9 - 13	Intervention with Adults	Chapter 12; Canvas Mod 10	Virtual Office Hours Tuesday 11/10 5-6pm	Discussion Group
Week 11: Nov 16 - 20	Intervention with Youth	Chapter 13; Canvas Mod 11	Virtual Office Hours Tuesday 11/17 5-6pm	<b>Friday, Nov 20: Quiz #4 (WK 9-11)</b> Discussion Group
Week 12: Nov 23 - 27	Mechanisms of Therapeutic Change	Chapter 14; Canvas Mod 12	Virtual Office Hours Tuesday 11/24 5-6pm	Discussion Group
Week 13: Nov 30 - Dec 4	Prevention	Chapter 10; Canvas Mod 13	Virtual Office Hours Tuesday 12/1 5-6pm	<b>Thursday, Dec 3: Quiz #5(WK12-13)</b> Discussion Group

## 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.

**Students Studying Abroad:** During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

**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.** 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 see [here](#).

**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: **21 September**. Last date for **withdrawal** through the Student Service Centre with a “W” on your transcript: **30 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

[AMS Peer Support](#) 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.