

**PSYC 401 902 Clinical Psychology**  
Course Syllabus

**M (4:00 – 6:45pm PST)**  
BUCH A103

**Professor:** Dr. Paul L. Hewitt  
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**Office Hours:** Fridays 11-12pm

**Teaching Assistants (by appointment):** Ms. Ariel Ko ([arielko@psych.ubc.ca](mailto:arielko@psych.ubc.ca))  
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**General Course Outline:** This is an in-person course. The purpose of this course is to provide the student with an introduction to the domain of clinical psychology. The course will cover some historical information regarding the field and profession as well as current standards, practices, and research in clinical psychology. Students will learn about theoretical perspectives that influence research and practice and gain an appreciation of current issues in these areas. Moreover, assessment and treatment approaches will be covered.

**Required Text:**

There is no textbook; readings in pdf form will be available on Canvas. Please see schedule for readings for each week.

**Evaluation:**

Grades will be determined by 3 tests, each worth 33.33% (Oct. 18<sup>th</sup>, Nov. 15<sup>th</sup>, and TBA for test 3). The tests will be given in person only and only on the dates indicated. The tests are *noncumulative* meaning that each test covers only material in the section we are covering in the lectures. The tests will be composed of multiple-choice, true-false, or short answer items that will cover information from lectures, films, demonstrations, and readings (whether they are discussed in class or not). Students may be required to present their student card when writing tests or exams. **It should be noted that the University will determine the date of test 3 during the final exam period.**

**COVID-19 Safety:**

UBC is committed to following the advice of the Provincial Health Officer (Dr. Bonnie Henry). We all share responsibility for the safety of our communities both on and off campus and can contribute by:

- getting vaccinated
- performing a [daily health check](#)
- staying home when sick

- practicing hand hygiene
- wearing masks when advised by public health
- following public health orders and guidelines as they change over time

**Provincial Health Orders and UBC policy now mandate masks in all indoor public spaces on campus (including our classroom, washrooms, and all common areas). Please show your respect for the health and well-being of your classmates, the TA, me, and all of our loved ones by complying with this requirement for every in-person encounter this term.**

It is important that all of us help each other feel as comfortable as possible engaging in classroom activities while sharing an indoor space. Wearing masks over our noses and mouths is a primary tool for combating the spread of Covid-19. Accordingly, please do not eat during class (because you would need to remove your mask), and if you need to drink something, please wear your mask between sips. Please do your part to facilitate a positive and supportive environment for everyone to live, work, and study on campus. Finally, remember that there may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. Students who wish to request an exemption to the indoor mask mandate must do so through one of the grounds for exemption detailed in the [PHO Order on Face Coverings \(COVID-19\)](#). Such requests must be made through the Centre for Accessibility. After review, students that are approved for this accommodation will receive a letter of accommodation to share with me. In the meantime, these students are welcome in the class. **If you are sick, it is important that you stay home.**

***If you miss class because of illness:***

- Review the materials on Canvas. The slides and readings will be made available on Canvas.
- I recommend making connections early in the term with other students in the class so you can help each other by sharing notes.
- After reviewing materials on Canvas, if you still have questions, please email a TA.

***If you are feeling ill and cannot attend class for a test,*** please email the TA right away. Tests will be given only in person. If you arrive for a test and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.

***If I (the instructor) am feeling ill,*** I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (via an announcement on Canvas). I may arrange for a substitute instructor or ask you to do an activity or read something in place of class time. If I am well enough to teach, I may hold the class on Zoom. If this happens, you will receive an announcement on Canvas informing you how to join the class.

**Make ups:** Students unable to write a test at the designated time will receive a score of **ZERO** unless:

1. They were unable to attend due to things such as serious medical problems (not such things as a cold, sore stomach, headache, sore back), court appearance, or death in immediate family,
2. They provide the TA with a letter from the appropriate professional (on letterhead with the name, address, and phone number of the letter writer) that states: "Due to [reason], [your name] could not write the test scheduled for [test time and date]." In the case of medical reason, the statement: "In my opinion, the medical problem was so severe that [your name] would have been incapable of writing the test" and the signature of the physician should appear on the letter. The UBC Health Services will not provide letters, so the student should use their private physician, **and**
3. They notify the TA in writing before the test or no later than 2 working days after the date of the exam. All correspondence regarding the application for a make-up exam must be made in writing to the TA who will forward information to the professor.

### **Academic Integrity:**

Cheating in any form will not be tolerated in any way. This includes but is not limited to dishonest or attempted dishonest conduct at tests (i.e., unauthorized use of books, notes, or other aids, communicating with others for purposes of obtaining information, copying from the work of others, and purposefully exposing or conveying information to other students taking the test), changing test answers once tests are marked, and handing in papers with sections prepared by others. Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students' section for useful information on avoiding plagiarism and on correct documentation. Please see attached statement of the Psychology Department's Policy on Academic Dishonesty (pages 5-6).

### **Psychology Department's Policy on Grade Distributions and Scaling:**

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.

### **What if...?**

None of us knows how this term will unfold, but if the university requires that we move to online classes, then that is what we will do. I will hold class at the regularly scheduled time on Zoom. Exams will move to online administration but will otherwise use the same format. Tests (or final exam) delivered online will be administered using Canvas with a time limit and a

Lockdown Browser. Changes to the testing format will be discussed if we move online.

**Course Schedule:**

| <b>Date</b> | <b>Lectures</b>                            | <b>Readings</b>  |  |
|-------------|--|--|--|
| Sept 13     | Introduction to Clinical Psychology        | CPA What is Clinical Psychology;   |  |
| Sept 20     | Philosophies,/Orientations/ Classification | Shedler (in press) That was then, this is now Chapter 5 Linden & Hewitt;   |  |
| Sept 27     | Classification, DSM, PDM                   | Huprich et al. (2015) PDM; Mary & Segal DSM-5  |  |
|             |  |  |  |
| Oct 4       | Ethics                                     | Chapter 4 Linden & Hewitt Ethics   |  |
| Oct 11      | <b>THANKSGIVING No Class</b>               |  |  |
| Oct 18      | <b>TEST 1</b>                              |  |  |
| Oct. 25     | Assessment & Interviewing                  | Bornstein Personality Traits and Dynamics Assessment; Chapter 6 Linden & Hewitt Overview Assessment                          |  |
| Nov 1       | Projective/Objective                       | Chapter 7 Linden & Hewitt Psychodiagnostic Assessment  |  |
| Nov. 8      | Diagnosis/Formulation                      | Hewitt et al. (2017) Chapter 6 (pages 149-164 only); Jacqueline & Lisa (2015) pages 1-3                                      |  |
| Nov. 15     | <b>TEST 2</b>                              |  |  |
| Nov. 22     | Intro to Psychotherapy / Client Centred    | Weiner Individual Psychotherapy APA Handbook; Ablon & Jones (1998)<br>Watson & Schneider Humanistic-Existential APA Handbook |  |
| Nov. 29     | Psychodynamic                              | Barber & Solomonov Psychodynamic Theories; Nancy McWilliams Description for Watching Video                                   |  |
| Dec. 6      | CBT  | DiGiuseppe et al. Cognitive Theories; Judith   |  |

|     |                                     |   |  |
|-----|-------------------------------------|---|--|
|     |                                     | Beck Description for<br>Watching Video  |  |
| TBA | TEST 3 (See University<br>Schedule) | This is just Test 3 not a<br>final exam |  |

## Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that, can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn* – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

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. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals.

If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>)

