



**Introduction to Clinical Psychology
Psychology 336 – Section 001
Course Syllabus
Fall 2017**

CALENDAR DESCRIPTION

This course is designed to survey major aspects of clinical psychology such as historical background, assessment and intervention models, current trends and future directions in clinical practice.

Prerequisite(s): Psychology 257/323R – Psychopathology
Antirequisites: None
Time Requirements: 3 lecture hours per week for 12 weeks (36 hours)
Credits: 0.5/half credit course

COURSE INFORMATION

Instructor: Dr. Pamela Seeds
Office: PAS 3040
Telephone: 519-888-4567 extension 38132
Email: pamela.seeds@uwaterloo.ca **
Office hours: Wednesdays 12:00 to 1:00 p.m. or by appointment

Time and location of lectures: Mondays and Wednesdays; 4:00 to 5:20 p.m.
Douglas Wright Engineering Building (DWE) Room 1501

Teaching Assistants (TAs):

Name:	Kevin Capobianco	Sydney Waring
Office:	PAS 3213	PAS 3201
Office Hours:	Mondays 2:30-3:30 p.m. & Thursdays 12:00-1:00 p.m.	Mondays 10:30-11:30 a.m. & Tuesdays 12:00-1:00 p.m.
Email:	kpcapobianco@uwaterloo.ca	swaring@uwaterloo.ca

Course website through LEARN.

Grades will be posted on LEARN.

****NOTE:** Please write Psychology 336 in the subject line of all emails to the Instructor or TAs.

Students are responsible for all e-mail that is sent to the official UW email address. Check e-mail regularly for important and time sensitive messages. See "[Official Student E-mail Address](#)" for further details (e.g., procedures and warnings regarding forwarding e-mail to other accounts).

TEXTBOOK

Required: Hunsley, J. & Lee, C. M. (2014). *Introduction to Clinical Psychology: An Evidence-Based Approach* (3rd Edition). Mississauga, ON: John Wiley & Sons Canada Ltd.
ISBN: 978-1-118-62461-6

The text is available at the University of Waterloo Book Store and on 1-day loan at the University of Waterloo Dana Porter Library.

Please note that there are many American editions and two previous Canadian editions of this textbook. This course is covering the material from the **third** Canadian edition, so please make sure that you are using the correct edition.

COURSE STRUCTURE AND OBJECTIVES

The goals of Psychology 336 are to provide students with an overview of the field of clinical psychology, including:

1. Definitions and history of clinical psychology
2. Clinical psychology research methods
3. Psychopathology and abnormal behaviour
4. Clinical assessment including clinical diagnosis and the assessment of intelligence, personality and behaviour
5. Intervention methods used by clinical psychologists
6. A review of subspecialties within clinical psychology including health, neuropsychology, forensics, paediatric and child psychology
7. Professional issues and training in clinical psychology.

Students are expected to attend every class and come prepared to discuss the chapter material. This course will be interactive, and students are expected to offer their opinions, perspective, and answers when invited to by the instructor. There will also be demonstrations and opportunities for class participation. Overall, students will develop an appreciation for the ethical, moral, and practical issues that influence how clinical psychology is conducted.

As participation is a key element in this course, it is important that we foster and maintain an atmosphere of respect and civility. All class members have a role in creating this type of an atmosphere, which includes minimizing distractions (e.g., cell phones ringing, texting, sleeping, using laptops for non-class related activity), responding to comments with interest, and allowing all students to participate. It is my hope that we can all work together to make the learning environment as positive as possible.

Because students often express an interest in careers in the mental health field, we will be discussing *Appendix 2: Applications to Graduate School* from the text. We will also be discussing the role and training of other disciplines (e.g., medicine, social work, nursing, occupational therapy, physiotherapy, speech-language pathology, child and youth workers, child life specialists) who are also part of interdisciplinary mental health

care teams. Please bring any questions that you have to class or email me in advance of the lecture so that I can prepare materials as needed based on student interest.

I consider it an honour and privilege to teach you about my chosen career path in clinical psychology and will share with you my personal experiences with education, research, and clinical work. Please make the most of this opportunity by attending class regularly and participating. Thank you.

EVALUATION FORMAT AND SCHEDULE

Evaluation for this course will be based on the various components of your research report, two midterm tests, and one final exam. You may also earn bonus credits for participation in research (see additional handout entitled “Research Experience Marks” for details).

Student grades for each component will be posted on [LEARN](#).

	Lectures/Chapters Covered	Due Dates	% of Grade
Research Report – Topic for Approval		Monday, September 25, 2017	5%
Research Report – Thesis Paragraph and Annotated Bibliography		Friday, October 13, 2017	5%
Research Report – Draft Submission		Monday, November 13, 2017	10%
Research Report – Final Draft Submission		Monday, December 4, 2017	20%
Midterm Test #1	Lectures 1 through 7 Chapters 1, 2, 3 & Appendix 2	Wednesday, October 4, 2017	15%
Midterm Test #2	Lectures 8 through 14 Chapters 5, 6, 7, 8, & 9	Monday, November 6, 2017	20%
Final Exam (Test #3)	Lectures 15 through 22 Chapters 10, 11, 12, 13, 14 & 15	Date and time TBA by the Registrar’s Office (December 7 - 21, 2017)	25%
Research Participation Bonus Credits (Optional)		December 4, 2017 (Last Day of Classes)	4% (Bonus) **Please note: Students cannot earn more than 100% in the course so not all earned credits may be applied to final grade

RESEARCH REPORT

You will have the opportunity to prepare a research report on a contemporary controversial topic in the area of Clinical Psychology. This assignment will be scaffolded so that you work on it throughout the semester. You will be responsible for a) selecting a topic and getting it approved by the course instructor and/or TAs; b) preparing a thesis paragraph that summarizes what your paper will cover and an annotated bibliography with a minimum of 5 peer-reviewed sources; c) submitting a draft of your research report for detailed feedback from the course TAs; and d) submitting a final draft of your research report for evaluation.

Early submissions are welcome for all steps of the process (e.g., you can get your topic approved before September 25, 2017 if you choose). Each component will be due at the start class on its given due date. *Late assignments will receive 10% reduction in the grade each day that it is late* (i.e., if the final draft of the paper is 2 days late the maximum grade possible will be 80%). Please refer to handout entitled "PSYCH 336 Research Paper Guidelines and Information" for more specific details regarding the expectations this assignment.

MIDTERM TESTS AND FINAL EXAM

Both midterm tests and the final exam will be composed of multiple-choice and short answer questions and are designed to evaluate your knowledge and understanding of the course material. Any material assigned as reading may be tested on the tests or exam, regardless of whether it was also covered in lecture. All material covered in lecture that is not in the textbook readings may also be tested on the tests or final exam.

The midterm tests will occur during class time (80 minutes) and the final exam will be scheduled during the final exam period (2.5 hours; December 7 to 21, 2017). Further details regarding the midterm tests and final exam will be provided in class, during the lecture that immediately precedes each evaluative component, respectively.

Students must bring proper identification (student ID card) to the midterm tests and final exam.

No electronic devices, including cell phones, will be allowed during midterm tests or final exam.

*****NOTE: Midterm tests and the final exam are non-cumulative.** Each test and exam will only cover material from the text and lectures as outlined.

To ensure fairness, final grades in this course are based exclusively on students' performance on the components of their research report (topic submission, thesis paragraph and annotated bibliography, draft paper submission, and final submitted document), two midterm tests, and one final exam. Tests/exams may not be re-written, nor will the tests/exams be re-weighted in calculating final grades. Grades will not be adjusted on the basis of need, and students will not be able to improve their marks by completing additional assignments.

RESEARCH PARTICIPATION BONUS CREDITS (OPTIONAL)

Students in this course are also offered the opportunity to earn up to 4% "bonus" credits by participating in psychology research and/or submitting article reviews. *Please note: Students cannot earn more than 100% in the course so not all earned credits may be applied to final grade.* All bonus opportunities must be completed by the last day of classes (December 4, 2017). Please refer to the handout entitled "Research Experience Marks Information and Guidelines" for more details.

LECTURE OUTLINE AND SCHEDULE

Date	Lecture	Topic	Chapter
Monday, September 11	1	Course Introduction, Syllabus Review	
Wednesday, September 13	2	The Evolution of Clinical Psychology	1
Monday, September 18	3	Contemporary Clinical Psychology	2
Wednesday, September 20	4	Contemporary Clinical Psychology	2
Monday, September 25	5	Applications to Graduate School Research Report - Topic Due at start of class	Appendix 2
Wednesday, September 27	6	Classification and Diagnosis	3
Monday, October 2	7	Classification and Diagnosis	3
Wednesday, October 4	N/A	MIDTERM TEST 1 (IN CLASS)	1, 2, 3 & Appendix 2
Monday, October 9	N/A	NO CLASS – THANKSGIVING HOLIDAY	
Wednesday, October 11	N/A	NO CLASS – FALL BREAK (Study Days)	
<i>Friday, October 13</i> <i>** make-up day for Fall Break/Study Days</i>	8	Make-Up Day for October 11 Assessment: Overview Research Report - Thesis Paragraph and Annotated Bibliography Due at start of class	5
Monday, October 16	9	Assessment: Interviewing and Observation	6
Wednesday, October 18	10	Assessment: Interviewing and Observation Assessment: Intellectual and Cognitive Measures	6 & 7
Monday, October 23	11	Assessment: Intellectual and Cognitive Measures Guest Speaker: Sydney Waring	7
Wednesday, October 25	12	Assessment: Self-Report and Projective Measures	8
Monday, October 30	13	Assessment: Self-Report and Projective Measures	8
Wednesday, November 1	14	Assessment: Integration and Clinical Decision-Making	9
Monday, November 6	N/A	MIDTERM TEST 2 (IN CLASS)	5, 6, 7, 8 & 9
Wednesday, November 8	15	Prevention	10
Monday, November 13	16	Intervention: Overview Research Report – Draft Submission Due at start of class	11

Date	Lecture	Topic	Chapter
		Guest Speaker: Dr. Jennifer Boyd	
Wednesday, November 15	17	Intervention: Adults and Couples	12
Monday, November 20	18	Intervention: Adults and Couples	12
Wednesday, November 22	19	Intervention: Children and Adolescents Guest speakers: Dr. Alice Schmidt Hanbidge and Cheri Bilitz	13
Monday, November 27	20	Intervention: Children and Adolescents	13
Wednesday, November 29	21	Intervention: Identifying Key Elements of Change Guest Speaker: Kevin Capobianco	14
Monday, December 4 <i>**make-up day for Thanksgiving Monday</i>	22	Clinical Health Psychology, Clinical Neuropsychology, and Forensic Psychology Research Report – Final Draft Due at start of class Final Day to complete Research Participation Bonus Credits	15
December 2017 final exam period (Dec. 7 - 21)		FINAL EXAM (DURING FINAL EXAM PERIOD) Date, time, and location TBA by the Registrar's Office	10, 11, 12, 13, 14 & 15

Note. Any material assigned as reading may be tested on the tests/exams, regardless of whether it was also covered in lecture. All material covered in lecture that is not in the readings may also be tested on the tests/exams.

ACCOMMODATION FOR COURSE REQUIREMENTS

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
 - Consult the University's [examination regulations](#) for information about procedures and policies for requesting accommodations
 - seek medical treatment as soon as possible
 - obtain documentation of the illness with a completed uWaterloo [Verification of Illness Form](#)
 - submit that form to the instructor **within 48 hours**
 - (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.
- **In the case of a missed final exam**, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.
- **In the case of a missed assignment deadline, midterm test, or quiz**, the instructor will either:
 - waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
 - provide an extension.
- **In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

- Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.
- **Elective arrangements** such as travel plans are not acceptable grounds for granting accommodations to course requirements per the uWaterloo Examination Regulations and Related Matters.

****Please note** that alternative arrangements for the assignments/tests/exams will only be made if there is a **major** disruption in your ability to function academically due to **documented** health reasons or personal problems. If you are in that situation, I need you to call me at least an hour in advance of the graded course component you are missing (519-888-4567, x38312; be sure to call rather than e-mail!) and you will need to provide your formal documentation as soon as possible. All documentation must date from before the missed assignment/test/exam, not after it. That is, the documentation must represent *first-hand knowledge* of the circumstances that made it impossible for you to complete the graded course component as scheduled, as opposed to reflecting your retrospective self-report to the authority providing documentation. If you miss an assignment/test/exam for a documented reason, you need to make arrangements as soon as possible to make it up.

If you miss a class due to a minor illness or other problems, please check your course outline for information regarding attendance requirements and make sure that you are not missing an assignment/test/exam. Cover any readings and arrange to borrow notes from a classmate; professors cannot give personalized lectures for students who miss class. (If you miss class for a legitimate reason – e.g., death in the family, illness – Dr. Seeds would of course be pleased to answer any questions during her office hours *after* you have borrowed and reviewed lecture notes from a classmate.)

Requests for accommodation based on religious holidays must be submitted to the student’s instructor(s) as soon as the conflict becomes apparent; in any case, no later than one week following the publication of the final exam schedule. Any unresolved disputes between instructors and students regarding the legitimacy of extenuating circumstances or the suitability of accommodations will be decided by the Associate Dean – Undergraduate Students.

The following includes occasions and observances for Fall 2017 that might warrant accommodation on religious/cultural grounds:

Dates	Religious holiday
Thursday, September 21 Friday, September 22	Rosh Hashanah (Jewish)
Saturday, September 30	Yom Kippur (Jewish) Ashura (Islam)
Thursday, October 19	Diwali (Sikh, Hindu)
Saturday, November 4	Guru Nanak’s Birthday (Sikh)
Wednesday, December 13	Aga Khan’s Birthday (Islam Ismaili)

*tentative: the actual timing of Muslim events is subject to the sighting of the moon immediately before.

ACADEMIC INTEGRITY

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

CONCERNS ABOUT A COURSE POLICY OR DECISION

Informal Stage. We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Phone 519-888-4567 ext. 38790

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

MENTAL HEALTH SUPPORTS

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services ([Needles Hall Addition, NH 2401](#)) counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- [Health Services Building](#): located across the creek from Student Life Centre / 519-888-4096 to schedule an appointment

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 ext. 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

THE WRITING AND COMMUNICATION CENTRE

[The Writing and Communication Centre](#) (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [The Writing and Communication Centre](#). Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

PLAGARISM DETECTION SOFTWARE

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. Please see Dr. Seeds to discuss your alternatives as soon as possible should you not wish for your assignment to be screened by Turnitin®. See [guidelines for instructors](#) for more information.

THE OFFICIAL VERSION OF THE COURSE OUTLINE

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#)

OTHER HELPFUL INFORMATION

[University of Waterloo Department of Psychology](#)
[University of Waterloo Registrar's Office](#)
[Canadian Psychological Association](#)
[Ontario Psychological Association](#)
[The Canadian Council of Professional Psychology Programs](#)
[The College of Psychologists of Ontario](#)
[Society for a Science of Clinical Psychology](#)
[Society of Clinical Psychology](#)
[Society of Clinical Child & Adolescent Psychology](#)
[Canadian Association for Cognitive and Behavioural Therapies](#)
[Association for Behavioral and Cognitive Therapies](#)
[Association for Psychological Science](#)
[American Psychological Association](#)
[Canadian Register of Health Service Psychologists](#)