



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of Psychology

Psych 336 - Spring 2023

Introduction to Clinical Psychology

Mondays and Wednesdays 2:30pm-3:50pm

Arts Lecture Hall (AL) 116

INSTRUCTOR AND TA INFORMATION

Instructor: Dr. Siobhan Sutherland
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Office Hours: Virtual or in-person by appointment
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Office Hours:	By appointment	By appointment

TERRITORIAL LAND 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 ten kilometres 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 \(PDF\)](#).

EMAIL COMMUNICATION

Before getting in touch with Dr. Sutherland about course questions, **be sure to reference the syllabus** to see if your answer can be found here. Second, please check/post your question on the LEARN discussion board - others may have the same questions as you that will be addressed on LEARN by the TAs. Next, **please contact your course TAs** with remaining questions that cannot be addressed on the discussion board. Dr. Sutherland receives a high volume of email and your question will be answered more quickly via the discussion board and/or TAs. Please contact the Professor directly by email only with personal questions/concerns related to your engagement in the course or to set up an office hour meeting. Please use the subject line "Psych 336" in all email correspondence. If I have not returned your email within 2 business days (that means excluding weekends), please resend as emails can occasionally get lost in my junk mail folder. Please use your uWaterloo email address when emailing us to avoid this issue.

COURSE 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.

Prereq: PSYCH 257/257R

COURSE OBJECTIVES

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

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

Students are expected to read and participate in all modules and discussions of the chapter material. This course will be interactive, and students are expected to offer their opinions, perspectives, and answers when invited to by the instructor and peers. Overall, students will develop an appreciation for the ethical, moral, and practical issues that influence how clinical psychology is conducted.

As participation and interaction 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 atmosphere, which includes minimizing distractions, responding to comments with interest, and allowing all students to participate. It is my hope that we can all work together to make the in-person and online learning environment as collaborative and 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, behaviour therapists, nursing, occupational therapy, etc.) who are also part of interdisciplinary mental health care teams. Please bring any questions that you have to the online discussion boards on LEARN or email me in advance of the lecture so that I can prepare materials as needed based on student interest. Note that I do not hold individual meetings with students or use office hours to discuss careers in these fields. For more information, please visit the [Centre for Career Action](#).

REQUIRED TEXT

<i>Title:</i> Introduction to Clinical Psychology: An Evidence-Based Approach (4th Edition).	<i>Citation:</i> Lee, C. M., & Hunsley, J. (2018). Introduction to Clinical Psychology: An Evidence-Based Approach (4th Edition). John Wiley & Sons Canada Ltd. ISBN: 978-1-119-30151-6
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ATTENDANCE POLICY

It is expected that students attend all in-class lectures and tests unless you have a documentable reason for not doing so. This is in your best interest as some lecture content is not covered in the course text. Moreover, slides are often outlines containing keywords and figures or tables that aren't designed to be standalone learning resources. However, to accommodate students unable to attend physically due to COVID-19 symptoms, illness or certain extenuating circumstances, lectures will be available through MS Teams at the following link:

[Monday Classes](#) [Wednesday Classes](#)

For the best learning experience, it is recommended that you come to campus (Teams can freeze and you can miss parts of lecture).

COURSE REQUIREMENTS AND ASSESSMENT

ASSESSMENT	DATE	WEIGHTING
Test 1 (in class)	May 29, 2023	25%
Test 2 (in class) –	June 26, 2023	25%
Research Report –	July 10, 2023	25%
Test 3 (in class) –	July 26, 2023	25%
Experiential Learning Bonus	By July 31, 2023	4% bonus
Total		100% (minus bonus)

Evaluation for this course will be based on one research report, and three midterm tests. The assignment will be submitted through the LEARN dropbox. Student grades for each component will be posted on LEARN.

TESTS (25% each)

All tests will be composed of multiple-choice questions and are designed to evaluate your knowledge and understanding of the course material. Any material assigned as reading may be tested, regardless of whether it was also covered in lecture. All material covered in lecture that is not in the readings may also be tested. The tests will occur during class time (80 minutes). Further details regarding the midterm tests will be provided in class. The midterm tests are non-cumulative. Sample questions will be provided during class so that you know what to

expect and can prepare for these questions.

Students must bring proper identification (student ID card) to the tests. No course materials or electronic devices, including cell phones, will be allowed during midterm tests. There is no final exam. **Note:** If suspension of in-person learning persists beyond one or more scheduled test dates, tests will be moved online during the scheduled class time.

PARTNERED RESEARCH REPORT – 25%

Together with one of your classmates, you will prepare a 5-6 page report on an original research question in the area of Clinical Psychology, which is **due by 11:59pm on July 10, 2023**. The paper will be modelled after the introductory section of an academic research article from a scientific journal. Examples of introductions to model your paper after will be uploaded in LEARN. Late assignments will receive 10% reduction in the grade each day that it is late including weekend days (i.e., if the paper is 2 days late the maximum grade possible will be 80%). Please refer to the handout entitled “PSYCH 336 Research Paper Guidelines and Information” in Learn for more specific details regarding the expectations for this assignment. A list of sample topics is included in the handout. If you would like to choose a different topic, please have this approved by one of the TAs or the instructor by *May 31, 2023*. It is our goal to help you succeed on this paper, so please reach out for help if you need it!

TENTATIVE COURSE SCHEDULE *Subject to change throughout the term. Students will be notified of any changes in class and on Learn.

Week	Date	Topic	Readings & Assignments
1	May 8	Course Introduction	NA
	May 10	CH 1: Evolution of Clinical Psychology CH 2: Contemporary Clinical Psychology	Chapter 1 (pg 1-14 only) Chapter 2
2	May 15	CH 3: Classification and Diagnosis	Chapter 3
	May 17	CH 3: Classification and Diagnosis	Chapter 3
3	May 22	HOLIDAY NO CLASS	NA
	May 24	CH 4: Research Methods in Clinical Psychology	Chapter 4
4	May 29	MIDTERM TEST 1 (CH 1-4)	NA

	May 31	Ch 5: Assessment: Overview	Chapter 5 Last day to request approval for topic of research paper (i.e., if not choosing one of the sample topics)
5	June 5	CH 6: Assessment: Interviewing and Observation	Chapter 6
	June 7	CH 7: Assessment: Intellectual and Cognitive Measures	Chapter 7
6	June 12	CH 7: Assessment: Intellectual and Cognitive Measures	Chapter 7
	June 14	CH 8: Assessment: Self-Report and Projective Measures	Chapter 8
7	June 19	CH 9: Assessment: Integration and Clinical Decision-Making	Chapter 9
	June 21	CH 9: Assessment: Integration and Clinical Decision-Making Additionally: Guest Presentation – Stacey Jacobs, Sexual Violence Prevention Response Office (SVPRO)	Chapter 9
8	June 26	TEST 2 (CH 5-9)	NA
	June 28	CH 10: Prevention	Chapter 10
9	July 3	HOLIDAY NO CLASS	NA
	July 5	CH 11: Intervention: Overview	Chapter 11
10	July 10	Research Paper Due in Learn by 11:59pm CH 12: Intervention: Adults and Couples *Guest Speaker: Carla Rumeo, PhD Candidate, Clinical Psychology	Submit your research paper in learn dropbox Chapter 12

	July 12	CH 12: Intervention: Adults and Couples	Chapter 12
11	July 17	CH 13: Intervention: Children and Adolescents	Chapter 13
	July 19	CH 14: Intervention: Identifying Key Elements of Change *Guest Speaker: Sarena Daljeet, PhD Candidate, Clinical Psychology	Chapter 14
12	July 24	*Optional* Applications to Graduate School in Clinical Psychology and other Careers in the Mental Health Field	Appendix 2
	July 26	TEST 3 (CH 11-14)	NA

POLICY ON ILLNESS AND MAKE-UP TESTS

If you are ill and cannot attend a test, you will be required to submit supporting documentation that includes all of the information of the Verification of Illness Form (VIF). This can be obtained at UW Health services, a walk-in clinic, or at your family doctor's office. According to UW Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) students may request a make-up test in the following circumstances: 1) A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the "University of Waterloo Verification of Illness" form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html. 2) If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor. 3) The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations. 4) Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time. Thus, you are entitled to test rescheduling for legitimate medical, compassionate, or religious grounds. I would ask that you please do your best to: 1) secure the appropriate documentation, and 2) inform the TAs prior to the scheduled test to arrange your alternate writing time if possible.

TO SCHEDULE YOUR MAKE-UP TEST Make-up test sessions are offered by the Vice President's

office at St. Jerome's. They are held the Friday following the test date and are proctored by St. Jerome's staff. To schedule your make-up test, please **email both of your TAs** (sgdaljeet@uwaterloo.ca and crumeo@uwaterloo.ca) stating the reason for your request with the attached documentation. Your course TAs will inform you of your make-up test date and writing location on St. Jerome's campus. Before writing your make-up test, please email the appropriate documentation supporting your medical, compassionate, or religious claim to the course TA. Make-up exams may differ in format from the original.

PLAN FOR SUSPENSION OF IN-PERSON LEARNING

In the event that in-class meetings are suspended as per UW/SJU guidance, Dr. Sutherland will upload recorded, classroom-format lecture videos into the Content section of LEARN that corresponds with the lecture schedule above. Recorded online lectures will end when we are cleared to return to in-person teaching/learning. Tests will also be completed online in LEARN.

ELECTRONIC DEVICE POLICY

I request that you do not use of any electronic devices for non-class-related purposes except in outstanding circumstances, as it distracts other students and interferes with your own and others' ability to absorb the material.

EXPERIENTIAL LEARNING

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn up to 4% of their final mark in this course through research experience (final grade cannot exceed 100%).

There are two options for earning research experience grades: participation in research through online and in-lab studies, and/or article review. These options are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in in-lab and/or online studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured

that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your studies using the "Sona" website.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of Ethics in the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in in-person studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15- minutes of participation.

Researchers will record student's participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term. For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

More information about the REG program in general is available at:

REG Participants' Homepage or you can check the Sona FAQ for additional information.

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). You must contact your TA to get approval for the article you have chosen before writing the review. Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- Be submitted before the last day of lectures . Late submissions will NOT be accepted under ANY circumstances.
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

OTHER IMPORTANT INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the

University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check www.uwaterloo.ca/academicintegrity/ for more information.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on [Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. Check www.uwaterloo.ca/academicintegrity/ for more information. 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 instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on [Student Discipline](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on [Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software ([Turnitin](#)[®]) may be used to screen assignments in this course. Turnitin[®] is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin[®] in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Mental Health Support

We all need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

Mental Health Services aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

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](#):
 - Health Services Building, located across the creek from Student Life Centre
 - Call 519-888-4096 to schedule an appointment
 - Call 1-866-797-0000 for free 24/7 advice from a health professional
- [Centre for Mental Health Research and Treatment \(CMHRT\)](#):
 - located on first floor of PAS
 - Call 519-888-4567 x33842 or email cmhrtintake@uwaterloo.ca 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: 519-749-4300 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 extension 213

Full details can be found online on 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