

**Syllabus for PSYC 450
Clinical Psychology – Online
Department of Psychology
Fall 2020**

About the Instructor

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Welcome

Welcome to Clinical Psychology! I am looking forward to guiding you through this course, whether you are interested in clinical psychology as a career or simply as an advanced undergraduate psychology course. My hope is to help you learn as much as possible about clinical psychology and, ideally, inspire you to learn more beyond this course.

Bio

I have been a professor in the SIUE Department of Psychology for over 20 years. In addition to this course, I teach Foundations of Psychology (PSYC 111) and several graduate courses in our Clinical Psychology Graduate Program, among others. I have published numerous articles in journals related to clinical psychology, most of which focus on ethical and professional issues in psychotherapy. I have also published two textbooks, including the one we use for this course. In addition to my academic position, I also maintain a very small, part-time private practice in which I see a wide range of therapy clients.

I earned a BA in Psychology from Washington University in St. Louis, and an MA and PhD in Clinical Psychology from Saint Louis University. I completed my predoctoral internship at Indiana University School of Medicine.

My wife and I live in St. Louis (University City, to be specific), and we have two sons who are now young adults.

Communicating with the instructor

The best way to contact me is through email: apomera@siue.edu. I typically reply within 24 hours.

About the Course

Course description

From the SIUE Course Catalog: this course “introduces concepts in clinical psychology such as psychotherapy, assessment, current controversies, and ethical and cultural issues.” It is worth 3 credit hours.

Prerequisite knowledge and credit hours

PSYC 111 (Foundations of Psychology)

Course goals and objectives

This course teaches knowledge and skills appropriate for students considering employment in fields related to clinical psychology and those considering further education or training in these fields. Students who successfully complete the course should have the ability to:

- Understand the evolution and current state of the field of clinical psychology.
- Understand the essential concepts of psychological assessment (interviewing, intellectual testing, personality testing).

- Understand the essential concepts of psychological intervention (psychotherapy according to various theoretical orientations and models including behavioral, cognitive, humanistic, and psychodynamic)

Course textbooks

Pomerantz, A. M. (2020). *Clinical psychology: Science, practice, and culture*. (5th ed.). Thousand Oaks, CA: Sage.

The textbook is available digitally via RedShelf on Blackboard. The textbook publishing company, Sage, hosts a Student Resources website that offers plenty of study tips and techniques, including practice quizzes, flashcards, and more. Here's the link: <https://edge.sagepub.com/pomerantz5e>.

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option "Off-Campus Classes have special instructions, click here for these." Note: shipping time may take up to two weeks.

Undergraduate Teaching Assistants

This semester, two undergraduate teaching assistants will help with the online teaching of this course: Faith McCaskey (fmccask@siue.edu) and Thomas Phillips (thophil@siue.edu). Faith and Thomas took this course last year and excelled in it. They were involved in some behind-the-scenes preparation work before the semester began, and throughout the semester will be involved in a variety of activities including creating, revising, and grading assignments. We will be utilizing the "anonymous grading" feature on Blackboard, which means that when Faith, Thomas, or I grade an assignment, we won't know which student it belongs to. Similarly, you won't know which of us is grading any particular assignment of yours. I have discussed my approach and technique regarding grading with Faith and Thomas to ensure that there will be consistency between the three of us, to the point where it won't matter to you which of us grades any particular assignment you submit. The three of us will also grade different students' assignments throughout the semester, such that by the end, each of you will have had assignments graded by all three of us at a ratio equal to that of all other students. Of course, if you ever have concerns about grading, feel free to talk with me about it.

Course requirements

Course activities/assessments

We will cover the first 15 chapters in the textbook at a pace of one chapter per week. For each chapter, you will take a multiple-choice quiz (typically 10 questions) and complete a brief writing assignment requiring no additional resources besides the assigned course materials (typically 1-2 pages, typed and double spaced).

For each chapter, you will find on Blackboard a full set of PowerPoint slides and a video in which I provide an overview of those slides. My suggestion is that for each chapter, you begin by watching the video in which I provide the overview, then read the full chapter in the textbook and the full set of PowerPoint slides. Of course, the sequence in which you complete these tasks should be adjusted for your own learning style, but keep in mind that the video offers only an overview (with few if any details), and while the PowerPoint slides are somewhat more detailed, the textbook contains everything you will need to be successful in this course.

Submitting work

All work will be submitted via Blackboard. If you ever encounter problems with Blackboard, as a backup, please email the work to me if possible (apomera@siue.edu).

Online discussions

Other than a single "Introduce Yourself" Discussion Forum Post requirement at the beginning, this course will offer, but not require, your participation in a Discussion Forum on Blackboard. This Discussion Forum is an excellent place to ask questions about the material you are learning—essentially, it's the online equivalent of raising your hand in class. There's a good chance that the questions that occur to you will also occur to other students, so raising them in the

Discussion Forum can benefit many people. You can expect me to reply to a Discussion Forum post within 24 hours, and of course other students may reply as well.

As we move through the semester, I may introduce some new online discussion options. You'll receive notification if that happens.

Online class behavior

Here are some university-wide recommendations for online class behavior. Some may apply to this particular class more than others, but all are generally good advice.

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively.
 - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
 - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology requirements

At a minimum, you will need the following software/hardware to participate in this course:

- Computer with an updated operating system (e.g. [Windows](#), [Mac](#), [Linux](#))
- Updated Internet browsers ([Apple Safari](#), [Google Chrome](#), [Mozilla Firefox](#)). See [Blackboard's Browser Checker page](#) to see if your browser and operating system are compatible with Blackboard.
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media player such as, QuickTime or Windows Media Player.
- [Adobe Reader or alternative PDF reader](#) (free)
- [Java plugin](#) (free)
- Any other specialized software or basic software (e.g., Microsoft Office, Adobe Photoshop). SIUE students can [download MS Office](#) at no charge.

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Course and University policies

Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Turnitin

This course will utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin.](#)

Grading

Students' grades will be determined by 15 multiple-choice quizzes (each worth 20 points), 15 brief writing assignments (each worth 20 points), and one "Introduce Yourself" Discussion Forum Post at the beginning of the semester (worth 20 points).

Grading scale

Course grades will be assigned according to the following criteria: 90-100% of total possible points=A; 80-89%=B; 70-79%=C; 60-69%=D; below 60%=F.

Grading rubric[s]

Rubrics for brief writing assignments will be shared via Blackboard.

Feedback and grading timeline

My goal is to grade the brief writing assignments promptly, typically within a few days (sometimes shorter, occasionally longer). You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric.

Course Schedule:

Week	Content	Assignments	Due Dates
Week 1 Aug 24- Aug 30	<ul style="list-style-type: none">Chapter 1—Clinical Psychology: Definition and Training	<ul style="list-style-type: none">Introduce Yourself Discussion Forum PostChapter 1 QuizChapter 1 Brief Writing Assignment	Introduce Yourself Discussion Forum Post: Wednesday August 26 at 11:59pm All others: Sunday August 30 at 11:59pm
Week 2 Aug 31- Sep 6	<ul style="list-style-type: none">Chapter 2—Evolution of Clinical Psychology	<ul style="list-style-type: none">Chapter 2 QuizChapter 2 Brief Writing Assignment	Sunday September 6 at 11:59pm
Week 3 Sep 7- Sep 13	<ul style="list-style-type: none">Chapter 3—Current Controversies and Directions in Clinical Psychology	<ul style="list-style-type: none">Chapter 3 QuizChapter 3 Brief Writing Assignment	Sunday September 13 at 11:59pm
Week 4 Sep 14- Sep 20	<ul style="list-style-type: none">Chapter 4—Diversity and Cultural Issues in Clinical Psychology	<ul style="list-style-type: none">Chapter 4 QuizChapter 4 Brief Writing Assignment	Sunday September 20 at 11:59pm
Week 5 Sep 21- Sep 27	<ul style="list-style-type: none">Chapter 5—Ethical and Professional Issues in Clinical Psychology	<ul style="list-style-type: none">Chapter 5 QuizChapter 5 Brief Writing Assignment	Sunday September 27 at 11:59pm
Week 6 Sep 28- Oct 4	<ul style="list-style-type: none">Chapter 6—Conducting Research in Clinical Psychology	<ul style="list-style-type: none">Chapter 6 QuizChapter 6 Brief Writing Assignment	Sunday October 4 at 11:59pm

Week	Content	Assignments	Due Dates
Week 7 Oct 5- Oct 11	<ul style="list-style-type: none"> Chapter 7—Diagnosis and Classification Issues: DSM-5 and More 	<ul style="list-style-type: none"> Chapter 7 Quiz Chapter 7 Brief Writing Assignment 	Sunday October 11 at 11:59pm
Week 8 Oct 12- Oct 18	<ul style="list-style-type: none"> Chapter 8—The Clinical Interview 	<ul style="list-style-type: none"> Chapter 8 Quiz Chapter 8 Brief Writing Assignment 	Sunday October 18 at 11:59pm
Week 9 Oct 19- Oct 25	<ul style="list-style-type: none"> Chapter 9—Intellectual and Neuropsychological Assessment 	<ul style="list-style-type: none"> Chapter 9 Quiz Chapter 9 Brief Writing Assignment 	Sunday October 25 at 11:59pm
Week 10 Oct 26- Nov 1	<ul style="list-style-type: none"> Chapter 10—Personality Assessment and Behavioral Assessment 	<ul style="list-style-type: none"> Chapter 10 Quiz Chapter 10 Brief Writing Assignment 	Sunday November 1 at 11:59pm
Week 11 Nov 2- Nov 8	<ul style="list-style-type: none"> Chapter 11—General Issues in Psychotherapy 	<ul style="list-style-type: none"> Chapter 11 Quiz Chapter 11 Brief Writing Assignment 	Sunday November 8 at 11:59pm
Week 12 Nov 9- Nov 15	<ul style="list-style-type: none"> Chapter 12—Psychodynamic Psychotherapy 	<ul style="list-style-type: none"> Chapter 12 Quiz Chapter 12 Brief Writing Assignment 	Sunday November 15 at 11:59pm
Week 13 Nov 16- Nov 22	<ul style="list-style-type: none"> Chapter 13—Humanistic Psychotherapy 	<ul style="list-style-type: none"> Chapter 13 Quiz Chapter 13 Brief Writing Assignment 	Sunday November 22 at 11:59pm
Week 14 Nov 23- Nov 29	<ul style="list-style-type: none"> Thanksgiving Break 		
Week 15 Nov 30- Dec 6	<ul style="list-style-type: none"> Chapter 14—Behavior Therapy 	<ul style="list-style-type: none"> Chapter 14 Quiz Chapter 14 Brief Writing Assignment 	Sunday December 6 at 11:59pm
Week 16 Dec 7- Dec 13	<ul style="list-style-type: none"> Chapter 15—Cognitive Psychotherapy and Mindfulness-Based Therapies 	<ul style="list-style-type: none"> Chapter 15 Quiz Chapter 15 Brief Writing Assignment 	Sunday December 13 at 11:59pm

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Additional Support

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling [618-650-2842](tel:618-650-2842).

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2020)

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University’s *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here:
<https://www.siu.edu/policies/Covid.shtml>.

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE’s *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).

- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs.
Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.