

**Syllabus for PSYC 450
Clinical Psychology
Department of Psychology
Fall 2023**

About the Instructor

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Undergraduate Teaching Assistants

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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 grad school path, 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 am a clinical psychologist and have been a professor in the SIUE Department of Psychology for over 25 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 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.” The course 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 for the Student Resources website: <https://edge.sagepub.com/pomerantz5e>.

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information.

Teaching Assistants

This semester, we will have undergraduate teaching assistants who will assist with behind-the-scenes aspects of the course (primarily grading of writing assignments), and perhaps with in-class activities as well: Vie Chassels, Amanda Ekstrand, Taylor Jennings, Makenzie Kell, Bethany Lybarger, Tessa Schroeder, and Claudia Vera. All of these TAs are undergrad Psych majors who took this course in a previous semester and excelled in it. These TAs and I will all be involved in grading your writing assignments. To ensure objectivity in grading, none of the teaching assistants will grade any assignment submitted by a student whom they know personally. I have discussed in detail my approach and technique regarding grading with them to ensure that there will be consistency between us, such that it won’t matter to you which of us grades any particular assignment you submit. Also, each of us will grade different students’ assignments throughout the semester (each assignment will be randomly assigned via Blackboard), such that by the end of the semester, each of you will have had assignments graded by each 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. That means we will move at a pace of one chapter per week. For each chapter, you will take an online multiple-choice quiz (typically 10 questions) and complete an online brief writing

assignment (typically 1-2 pages, typed and double spaced) requiring no additional resources besides the assigned course materials.

For each chapter, you will find on Blackboard a full set of PowerPoint slides. Keep in mind that the PowerPoint slides offer only an overview (with few details). In-class lectures and discussions will provide much more info, and the textbook is the most comprehensive resource you have to be successful in this course.

Here are a few helpful hints about those brief writing assignments you'll complete for each chapter:

- The questions have been created with two goals in mind: to get you to learn the material *and* to get you to apply that material to your own life. You'll notice that lots of the questions ask you to show you know something, and then offer your thoughts, opinions, or reactions to it.
- You don't need to find or cite sources beyond the assigned material in this course. The course materials—the textbook, the PowerPoints, the class sessions—provide you with everything you need to complete these brief writing assignments.
- The TAs and I will monitor closely for plagiarism. We are aware that some students may try the shortcut of googling key words in the question (or googling the entire question) and then copying and pasting what they find on the Internet. Of course, that approach is completely unacceptable and is a violation of the university's plagiarism policies. It also denies you the opportunity to actually learn and process the material, and it creates the possibility of learning inaccurate information from random Internet sources rather than the information in the textbook and other course materials. For that reason, we “pre-google” the questions before we grade your assignments and keep the results of that google search in mind when we read the assignments you submit. That process makes it much easier for us to catch students who plagiarize. Of course, plagiarizing directly from the textbook is also disallowed.
- The TAs and I will also monitor closely for use of ChatGPT or similar software. We will use any and all technology to detect students' use of it, and we will also “pre-ChatGPT” the questions ourselves, with multiple repetitions, to familiarize ourselves with the types of responses that ChatGPT generates. See the university policy statement (later in this syllabus) regarding the serious consequences of the use of ChatGPT or similar software.
- The rubric we will use to grade each 10-point response is included later in this syllabus, under the Grading heading.
- Due dates fall on Sundays at 11:59pm, but can be adjusted if the pace of the course takes unexpected turns. Make sure you are keeping up with the course and have a good understanding of the deadlines! And if you can work ahead, that may be a very wise strategy.

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).

If a brief writing assignment or quiz is submitted late, 5 points (out of 20) will be deducted for each day the assignment is late. Your assignments are all due at 11:59pm, so this policy means that if you submit it on the following day (12am-11:59pm), you'll lose 5 points; if you submit it a day after that, you'll lose 10 points; and if you submit it two days after that, you'll lose 15 points. If you submit an assignment later than that, you'll lose all 20 points.

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 questions that occur to you will also occur to other students, so asking your questions in the Discussion Forum can benefit many people. You can typically expect me or the TA to reply to a Discussion Forum post quickly, 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.

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 Policies and University Policies

Academic integrity/plagiarism

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. 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](#).

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

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). The total number of possible points is 620.

Here's the rubric we will use for each 10-point response in the brief writing assignments. (Notice the emphasis on quality and coverage.)

Criteria	+0-1 point	+2 points	+3 points	+4 points
<p>Length: Does the response meet the minimum word count?</p> <p>Range: 0-2 points</p>	Falls below the minimum word count	Meets or exceeds the minimum word count		
<p>Coverage: To what extent does the response address all components of the question?</p> <p>Range: 0-3 points</p>	Does not address all components of the question and does not sufficiently expand upon included ideas	Addresses all the components of the question but does not sufficiently expand upon included ideas	Adequately and thoroughly addresses all components of the question	
<p>Quality: To what extent does the response show that the student has learned the assigned material and analyzed or scrutinized it as instructed by the question?</p> <p>Range: 0-4 points</p>	Fails to indicate understanding of the assigned material and lacks appropriate thought about it	Indicates limited understanding of the assigned material and only minimal appropriate thought about it	Indicates solid understanding of the assigned material, with appropriate thought about it	Indicates mastery of the assigned material and original or creative thought about it
<p>Grammar and Writing Style/Mechanics: To what extent is the writing style comprehensible and appropriate?</p>	Answer is written incomprehensibly and is free of grammatical errors, punctuation errors, overly casual language, and inappropriate language.			

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.

Feedback and grading timeline

My goal is to return your graded 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. To see specific feedback on your written assignments, click on the assignments themselves and look for comments that have been made in the margin of the paper itself.

Course Schedule:

Content	Assignments	Due Date
<ul style="list-style-type: none"> • Chapter 1—Clinical Psychology: Definition and Training • Read and respond to the Introduce Yourself Discussion Forum post assignment. 	<ul style="list-style-type: none"> • Introduce Yourself Discussion Forum Post • Chapter 1 Quiz • Chapter 1 Brief Writing Assignment 	Sunday August 27 at 11:59pm
<ul style="list-style-type: none"> • Chapter 2—Evolution of Clinical Psychology 	<ul style="list-style-type: none"> • Chapter 2 Quiz • Chapter 2 Brief Writing Assignment 	Sunday September 3 at 11:59pm
<ul style="list-style-type: none"> • Chapter 3—Current Controversies and Directions in Clinical Psychology 	<ul style="list-style-type: none"> • Chapter 3 Quiz • Chapter 3 Brief Writing Assignment 	Sunday September 10 at 11:59pm
<ul style="list-style-type: none"> • Chapter 4—Diversity and Cultural Issues in Clinical Psychology 	<ul style="list-style-type: none"> • Chapter 4 Quiz • Chapter 4 Brief Writing Assignment 	Sunday September 17 at 11:59pm
<ul style="list-style-type: none"> • Chapter 5—Ethical and Professional Issues in Clinical Psychology 	<ul style="list-style-type: none"> • Chapter 5 Quiz • Chapter 5 Brief Writing Assignment 	Sunday September 24 at 11:59pm
<ul style="list-style-type: none"> • Chapter 6—Conducting Research in Clinical Psychology 	<ul style="list-style-type: none"> • Chapter 6 Quiz • Chapter 6 Brief Writing Assignment 	Sunday October 1 at 11:59pm
<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 8 at 11:59pm
<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 15 at 11:59pm
<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 22 at 11:59pm
<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 October 29 at 11:59pm

Content	Assignments	Due Date
<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 5 at 11:59pm
<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 12 at 11:59pm
<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 19 at 11:59pm
<ul style="list-style-type: none"> • Thanksgiving break 	<ul style="list-style-type: none"> • 	
<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 3 at 11:59pm
<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 10 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.

Additional Support

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.

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.siue.edu or by calling [618-650-2842](tel:618-650-2842).

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

Since this is a course with online activities, 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 KnowledgeBase](#) 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

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 or quarantine. 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>.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The [Inclusive Excellence, Education, and Development Hub](#) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Lindy Wagner, Assistant Vice Chancellor for Inclusive Excellence, Education and Development at (618) 650-3179 or linwagn@siue.edu.

Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.