SIUe

About the Instructor

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About the 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 three teaching assistants who will assist with behind-the-scenes aspects of the course, and perhaps with in-class activities as well: Thomas Phillips, Hannah Dahms, Parker Kent, and Zeke Kern. Thomas is a second-year graduate student in SIUE's Clinical Psychology program, and he took this course a few years ago as an SIUE undergraduate and excelled in it. He has served as a teaching assistant in this class for multiple semesters. Hannah, Parker, and Zeke are undergrad Psych majors who took this course last semester and excelled in it. Thomas, Hannah, Parker, Zeke, 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 who 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. <u>That means we will move at a pace of one chapter per week.</u> 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 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 video of me summarizing the chapter—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 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).

Each online quiz becomes unavailable on Blackboard at its deadline time, and there is no way to make up those points—in other words, if you don't complete a quiz on time, there is no alternative version of the quiz to take later, and no opportunity to take the quiz for reduced points. If a brief writing assignment 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 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 may utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere you are expected to use it when 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
Length: Does the response meet the minimum word count? Range: 0-2 points	Falls below the minimum word count	Meets or exceeds the minimum word count		
Coverage: To what extent does the response address all components of the question? Range: 0-3 points	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	
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? Range: 0-4 points	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
Grammar and Writing Style/Mechanics: To what extent is the writing style comprehensible and appropriate?	Answer is written comprehensibly 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
• **Chapter 1—Clinical Psychology: Definition and Training** • Read and respond to the Introduce Yourself Discussion Forum post assignment.	• Introduce Yourself Discussion Forum Post • Chapter 1 Quiz • Chapter 1 Brief Writing Assignment	**Sunday** **January 15 at 11:59pm**
• **Chapter 2—Evolution of Clinical Psychology**	• Chapter 2 Quiz • Chapter 2 Brief Writing Assignment	**Sunday** **January 22 at 11:59pm**
• **Chapter 3—Current Controversies and Directions in Clinical Psychology**	• Chapter 3 Quiz • Chapter 3 Brief Writing Assignment	**Sunday** **January 29 at 11:59pm**
• **Chapter 4—Diversity and Cultural Issues in Clinical Psychology**	• Chapter 4 Quiz • Chapter 4 Brief Writing Assignment	**Sunday** **February 5 at 11:59pm**
• **Chapter 5—Ethical and Professional Issues in Clinical Psychology**	• Chapter 5 Quiz • Chapter 5 Brief Writing Assignment	**Sunday** **February 12 at 11:59pm**
• **Chapter 6—Conducting Research in Clinical Psychology**	• Chapter 6 Quiz • Chapter 6 Brief Writing Assignment	**Sunday** **February 19 at 11:59pm**
• **Chapter 7—Diagnosis and Classification Issues: DSM-5 and More**	• Chapter 7 Quiz • Chapter 7 Brief Writing Assignment	**Sunday** **February 26 at 11:59pm**
• **Chapter 8—The Clinical Interview**	• Chapter 8 Quiz • Chapter 8 Brief Writing Assignment	**Sunday** **March 5 at 11:59pm**
• **Spring Break Week—no class meetings and no assignments**		
• **Chapter 9—Intellectual and Neuropsychological Assessment**	• Chapter 9 Quiz • Chapter 9 Brief Writing Assignment	**Sunday** **March 19 at 11:59pm**
• **Chapter 10—Personality Assessment and Behavioral Assessment**	• Chapter 10 Quiz • Chapter 10 Brief Writing Assignment	**Sunday** **March 26 at 11:59pm**

Content	Assignments	Due Date
• **Chapter 11—General Issues in Psychotherapy**	• Chapter 11 Quiz • Chapter 11 Brief Writing Assignment	**Sunday April 2 at 11:59pm**
• **Chapter 12—Psychodynamic Psychotherapy**	• Chapter 12 Quiz • Chapter 12 Brief Writing Assignment	**Sunday April 9 at 11:59pm**
• **Chapter 13—Humanistic Psychotherapy**	• Chapter 13 Quiz • Chapter 13 Brief Writing Assignment	**Sunday April 16 at 11:59pm**
• **Chapter 14—Behavior Therapy**	• Chapter 14 Quiz • Chapter 14 Brief Writing Assignment	**Sunday April 23 at 11:59pm**
• **Chapter 15—Cognitive Psychotherapy and Mindfulness-Based Therapies**	• Chapter 15 Quiz • Chapter 15 Brief Writing Assignment	**Sunday April 30 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.

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.siue.edu or by calling 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 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 (Spring 2023)

Health and Safety
The measures outlined below are <u>required</u> 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.siue.edu/policies/Covid.shtml

Classrooms, Labs, Studios, and Other Academic Spaces
Under current University policy, SIUE will only require masking in campus healthcare settings. See,
https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml.

Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required 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 when masking is required 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 when masking is required 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
Students and employees are expected to review the siue.edu/coronavirus website (https://www.siue.edu/about/announcements/coronavirus/) to better understand prevention strategies and safety expectations.
- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
  - o Fever (100.4 degrees or above) or chills
  - o Cough
  - o Shortness of breath or difficulty breathing
  - o Fatigue
  - o Muscle or body aches
  - o Headache
  - o New loss of taste or smell
  - o Sore throat
  - o Congestion or runny nose
  - o Nausea or vomiting
  - o Diarrhea

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.siue.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 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.siue.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 alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.