

**Syllabus for PSYC 450
Clinical Psychology – Online
Department of Psychology
Summer 2022**

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 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. 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.

Teaching Assistant

This semester, a graduate teaching assistant will help with the online teaching of this course: Thomas Phillips (thophil@siue.edu). Thomas took this course a few years ago as an undergraduate and he excelled in it. He has since entered the SIUE Clinical Psychology Graduate Program, where he is now in his second year. He has served as a teaching assistant in one previous semester of this course. He was involved in some behind-the-scenes preparation work for this course, and throughout the semester he will be involved in a variety of activities including creating, revising, and grading assignments. To ensure objectivity in grading, Thomas will not grade any assignment submitted by a student who he knows personally. I have discussed my approach and technique regarding grading with Thomas to ensure that there will be consistency between the two of us, such that it won't matter to you which of us grades any particular assignment you submit. The two of us will also grade different students' assignments throughout the semester (each assignment will be randomly assigned via Blackboard), such that by the end, each of you will have had assignments graded by both 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. Because this summer course is condensed into just five weeks, that means the pace will be very fast—about 3 chapters per week! For each chapter, you will take a multiple-choice quiz (typically 10 questions) and complete a 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 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 details), and while the PowerPoint slides are somewhat more detailed, the textbook contains everything you will need 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 TA 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 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. 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.
- For the most part, due dates are on Mondays, Wednesdays, and Fridays at 11:59pm. There are some exceptions to that pattern. For example, because Monday June 20 is the day SIUE observes Juneteenth, the first due date that week is Tuesday (which means there's just one day until the next due date!). Also, to squeeze in all fifteen chapters in this short term, it was necessary to put two chapters together in one due date—specifically, the last due date, Friday July 1, on which the tasks for both Chapters 14 and 15 are due. 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.

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 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
<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 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 grade the brief writing assignments promptly, typically within a day or two (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 the textbook chapter, watch the online video lecture, and view the online PowerPoints. • 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 	Wednesday June 1 at 11:59pm
<ul style="list-style-type: none"> • Chapter 2—Evolution of Clinical Psychology • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. 	<ul style="list-style-type: none"> • Chapter 2 Quiz • Chapter 2 Brief Writing Assignment 	Friday June 3 at 11:59pm
<ul style="list-style-type: none"> • Chapter 3—Current Controversies and Directions in Clinical Psychology • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. 	<ul style="list-style-type: none"> • Chapter 3 Quiz • Chapter 3 Brief Writing Assignment 	Monday June 6 at 11:59pm
<ul style="list-style-type: none"> • Chapter 4—Diversity and Cultural Issues in Clinical Psychology • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. 	<ul style="list-style-type: none"> • Chapter 4 Quiz • Chapter 4 Brief Writing Assignment 	Wednesday June 8 at 11:59pm
<ul style="list-style-type: none"> • Chapter 5—Ethical and Professional Issues in Clinical Psychology • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. 	<ul style="list-style-type: none"> • Chapter 5 Quiz • Chapter 5 Brief Writing Assignment 	Friday June 10 at 11:59pm
<ul style="list-style-type: none"> • Chapter 6—Conducting Research in Clinical Psychology • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. 	<ul style="list-style-type: none"> • Chapter 6 Quiz • Chapter 6 Brief Writing Assignment 	Monday June 13 at 11:59pm

Content	Assignments	Due Date
<ul style="list-style-type: none"> • Chapter 7—Diagnosis and Classification Issues: DSM-5 and More • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. 	<ul style="list-style-type: none"> • Chapter 7 Quiz • Chapter 7 Brief Writing Assignment 	Wednesday June 15 at 11:59pm
<ul style="list-style-type: none"> • Chapter 8—The Clinical Interview • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. 	<ul style="list-style-type: none"> • Chapter 8 Quiz • Chapter 8 Brief Writing Assignment 	Friday June 17 at 11:59pm
<ul style="list-style-type: none"> • Chapter 9—Intellectual and Neuropsychological Assessment • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. 	<ul style="list-style-type: none"> • Chapter 9 Quiz • Chapter 9 Brief Writing Assignment 	Tuesday June 21 at 11:59pm
<ul style="list-style-type: none"> • Chapter 10—Personality Assessment and Behavioral Assessment • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. 	<ul style="list-style-type: none"> • Chapter 10 Quiz • Chapter 10 Brief Writing Assignment 	Wednesday June 22 at 11:59pm
<ul style="list-style-type: none"> • Chapter 11—General Issues in Psychotherapy • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. 	<ul style="list-style-type: none"> • Chapter 11 Quiz • Chapter 11 Brief Writing Assignment 	Friday June 24 at 11:59pm
<ul style="list-style-type: none"> • Chapter 12—Psychodynamic Psychotherapy • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. 	<ul style="list-style-type: none"> • Chapter 12 Quiz • Chapter 12 Brief Writing Assignment 	Tuesday June 27 at 11:59pm
<ul style="list-style-type: none"> • Chapter 13—Humanistic Psychotherapy • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. 	<ul style="list-style-type: none"> • Chapter 13 Quiz • Chapter 13 Brief Writing Assignment 	Wednesday June 29 at 11:59pm

Content	Assignments	Due Date
<ul style="list-style-type: none"> • Chapter 14—Behavior Therapy • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. • Chapter 15—Cognitive Psychotherapy and Mindfulness-Based Therapies • Read the textbook chapter, watch the online video lecture, and view the online PowerPoints. 	<ul style="list-style-type: none"> • Chapter 14 Quiz • Chapter 14 Brief Writing Assignment • Chapter 15 Quiz • Chapter 15 Brief Writing Assignment 	<p>Friday July 1 at 11:59pm</p>

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

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

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.