



**Introduction to Clinical Psychology  
Psychology 336 – Section 001**  
Course Syllabus  
Fall 2013

**CALENDAR DESCRIPTION**

This course is designed to survey major aspects of clinical psychology such as historical background, assessment and intervention models, current trends and future directions in clinical practice.

**Prerequisite(s):** Psychology 257/323R – Psychopathology  
**Antirequisites:** None  
**Time Requirements:** 3 lecture hours per week for 12 weeks (36 hours)  
**Credits:** 0.5/half credit course

**COURSE INFORMATION**

**Instructor:** Dr. Pamela Seeds, Clinical Lecturer, Department of Psychology, University of Waterloo

**Office:** PAS 3030

**Telephone:** 519-888-4567 extension 38132

**Email:** [pamela.seeds@uwaterloo.ca](mailto:pamela.seeds@uwaterloo.ca) \*\*

**Office hours:** Monday 11:30am to 12:30 pm (before class) or by appointment

**Time and location of lectures:** Mondays and Wednesdays; 1:00 to 2:20 pm  
Douglas Wright Engineering (DWE) Building Room 3522

**Teaching Assistants (TAs):**

<b>Name:</b>	Katie Miller	Jasmine Dean	Martyn Gabel
<b>Office:</b>	PAS 3035	PAS 3202	PAS 3029
<b>Office Hours:</b>	Tuesdays 10:30-11:30am	Thursdays 10:30-11:30am	Mondays 10:00-11:00am
<b>Email:</b>	<a href="mailto:k24miller@uwaterloo.ca">k24miller@uwaterloo.ca</a>	<a href="mailto:j2dean@uwaterloo.ca">j2dean@uwaterloo.ca</a>	<a href="mailto:msgabel@uwaterloo.ca">msgabel@uwaterloo.ca</a>

**Course website** through LEARN at <https://learn.uwaterloo.ca>

**Grades** will be posted on LEARN at <https://learn.uwaterloo.ca>

**\*\*NOTE:** Please write Psychology 336 in the subject line of all emails to the Instructor.

Students are responsible for all e-mail that is sent to the official UW email address. Check e-mail regularly for important and time sensitive messages. See "[Official Student E-mail Address](http://www.adm.uwaterloo.ca/infocist/emailuse.html)" for further details (e.g., procedures and warnings regarding forwarding e-mail to other accounts).  
<http://www.adm.uwaterloo.ca/infocist/emailuse.html>

## **TEXTBOOK**

**Required:** Hunsley, J. & Lee, C. M. (2010). *Introduction to Clinical Psychology: An Evidence-Based Approach* (2<sup>nd</sup> edition). Mississauga, ON: John Wiley & Sons Canada Ltd.  
ISBN: 978-0-470-15685-8

The text is available at the University of Waterloo Book Store and on 3-hour reserve at the University of Waterloo Dana Porter Library.

Please note that there are many American editions and a first Canadian edition of this textbook. This course is covering the material from the second Canadian edition, so please make sure that you are using the correct edition.

## **COURSE STRUCTURE AND OBJECTIVES**

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

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

Students are expected to attend every class and come prepared to discuss the chapter material. This course will be interactive, and students are expected to offer their opinions, perspective, and answers when invited to by the instructor. There will also be demonstrations and opportunities for class participation. Overall, students will develop an appreciation for the ethical, moral, and practical issues that influence how clinical psychology is conducted.

As participation is a key element in this course, it is important that we foster and maintain an atmosphere of respect and civility. All class members have a role in creating this type of an atmosphere, which includes minimizing distractions (e.g., cell phones ringing, texting, sleeping, using laptops for non-class related activity), responding to comments with interest, and allowing all students to participate. It is my hope that we can all work together to make the learning environment as positive as possible.

Because students often express an interest in careers in the mental health field, we will be discussing *Appendix 2: Applications to Graduate School* from the text throughout the term. We will also be discussing the role and training of other disciplines (e.g., psychiatry, social work, nursing, occupational therapy, physiotherapy, speech-language pathology, child and youth workers, child life specialists) who are also part

of interdisciplinary mental health care teams. Please bring any questions that you have to class or email me in advance of the lecture so that I can prepare materials as needed based on student interest.

*I consider it an honour and privilege to teach you about my chosen career path in clinical psychology and will share with you my personal experiences with education, research, and clinical work. Please make the most of this opportunity by attending class regularly and participating. Thank you.*

### **EVALUATION FORMAT AND SCHEDULE**

Evaluation for this course will be based on the best five out of six thought papers, two midterm tests, and one final exam. You may also earn bonus credits for participation in research (see additional handout entitled "Research Experience Marks" for details).

Student grades for each component will be posted on LEARN (<https://learn.uwaterloo.ca>)

	<b>Lectures/Chapters Covered</b>	<b>Due Dates</b>	<b>% of Grade</b>
<b>Thought Papers</b>		September 16, 2013, September 23, 2013, October 2, 2013, October 21, 2013, November 6, 2013, & November 25, 2013	10%
<b>Midterm Test #1</b>	Lectures 1 through 6 Chapters 1, 2, & 3	September 30, 2013	20%
<b>Midterm Test #2</b>	Lectures 7 through 13 Chapters 5, 6, 7, 8, & 9	October 30, 2013	30%
<b>Final Exam (Test #3)</b>	Lectures 14 through 22 Chapters 10, 11, 12, 13, 14 & 15	Date and time TBA by the Registrar's Office (December 5-20, 2013)	40%
<b>Research Participation Bonus Credits (Optional)</b>		December 2, 2013	4% (Bonus)  **Please note: Students cannot earn more than 100% in the course so not all earned credits may be applied to final grade

### **THOUGHT PAPERS**

You will have the opportunity to prepare six thought papers over the course of this class. Each paper will be due prior to the class on that subject area. You are welcome to submit your thought paper earlier than the deadline. Late thought papers will not be accepted. Preparing the thought paper will allow you to consider an aspect of clinical psychology which relates to the material to be discussed in class, and also highlights an area of controversy within the field of clinical psychology. There will be accompanying reading for each, which will be posted on LEARN in advance. The best 5 out of the 6 will contribute to your final grade (10%). This allows you have one "freebie" in the event that you are unable to complete one or do especially poor on one. Each thought paper is worth 2% of your final grade in the course (5 thought papers x 2% each = 10%).

Thought papers should not exceed 500 words (2 pages typed text). Please refer to handout entitled "Thought Paper Specifics" for details.

### MIDTERM TESTS AND FINAL EXAM

Both midterm tests and the final exam will be composed of multiple-choice and short answer questions and are designed to evaluate your knowledge and understanding of the course material. Any material assigned as reading may be tested on the tests or exam, regardless of whether it was also covered in lecture. All material covered in lecture that is not in the readings may also be tested on the tests or exam. Content from the articles assigned as thought papers is also considered testable material.

The midterm tests will occur during class time (80 minutes) and the final exam will be scheduled during the final exam period (2.5 hours; December 5 to 20, 2013). Further details regarding the tests and final exam will be provided in class, during the lecture that immediately precedes each evaluative component, respectively.

Students must bring proper identification (student ID card) to the tests and exam.

No electronic devices, including cell phones, will be allowed during tests or the exam.

**\*\*\*NOTE: Midterm tests and the final exam are non-cumulative.** Each test and exam will only cover material from the text and lectures as outlined.

**To ensure fairness**, final grades in this course are based exclusively on students' performance on the best five out of six thought papers, two midterm tests, and one final exam. Tests/exams may not be re-written, nor will the tests/exams be re-weighted in calculating final grades. Grades will not be adjusted on the basis of need, and students will not be able to improve their marks by completing additional assignments.

### LECTURE OUTLINE AND SCHEDULE

Date	Lecture	Topic	Chapter/ Additional Readings
Monday, September 9	1	Course Introduction, Syllabus Review	
Wednesday, September 11	2	Evolution of Clinical Psychology	1
Monday, September 16	3	Contemporary Clinical Psychology <b>Thought Paper Due <i>before</i> start of class</b>	2
Wednesday, September 18	4	Contemporary Clinical Psychology	2
Monday, September 23	5	Classification and Diagnosis <b>Thought Paper Due <i>before</i> start of class</b>	3
Wednesday, September 25	6	Classification and Diagnosis	3
Monday, September 30	N/A	<b>MIDTERM TEST 1 (IN CLASS)</b>	1, 2, 3
Wednesday, October 2	7	Assessment Overview <b>Thought Paper Due <i>before</i> start of class</b>	5

Monday, October 7	8	Assessment: Interviewing and Observation	6
Wednesday, October 9	9	Assessment: Interviewing and Observation Assessment: Intellectual and Cognitive Measures	6 & 7
Monday, October 14		<b>NO CLASS – THANKSGIVING HOLIDAY</b>	
Wednesday, October 16	10	Assessment: Intellectual and Cognitive Measures	7
Monday, October 21	11	Assessment: Self-Report and Projective Measures <b>Thought Paper Due <i>before</i> start of class</b>	8
Wednesday, October 23	12	Assessment: Self-Report and Projective Measures	8
Monday, October 28	13	Assessment: Integration and Clinical Decision-Making	9
Wednesday, October 30	N/A	<b>MIDTERM TEST 2 (IN CLASS)</b>	5, 6, 7, 8 & 9
Monday, November 4	14	Prevention	10
Wednesday, November 6	15	Intervention: Overview <b>Thought Paper Due <i>before</i> start of class</b>	11
Monday, November 11	16	Intervention: Adults and Couples	12
Wednesday, November 13	17	Intervention: Adults and Couples	12
Monday, November 18	18	Intervention: Children and Adolescents	13
Wednesday, November 20	19	Intervention: Children and Adolescents	13
Monday, November 25	20	Intervention: Identifying Key Elements of Change <b>Thought Paper Due <i>before</i> start of class</b>	14
Wednesday, November 27	21	Clinical Health Psychology, Clinical Neuropsychology, and Forensic Psychology	15
Monday, December 2	22	Clinical Health Psychology, Clinical Neuropsychology, and Forensic Psychology <b>Final Day to complete Research Participation Bonus Credits</b> Exam Review	15
<b>December 2013 final exam period (Dec. 5 - 20)</b>		<b>FINAL EXAM (DURING FINAL EXAM PERIOD)</b> Date, time, and location TBA by the Registrar's Office	10, 11, 12, 13, 14 & 15

**Note.** Any material assigned as reading may be tested on the tests/exams, regardless of whether it was also covered in lecture. All material covered in lecture that is not in the readings may also be tested on the tests/exams.

## **ACCOMMODATIONS TO COURSE REQUIREMENTS**

If, on medical, religious, or compassionate grounds, you are unable to write a midterm test or final examination or complete coursework on the scheduled date, please follow the instructions presented here. All issues are dealt with on a case-by-case basis, according to UW and Departmental policies and regulations. You should understand that academic accommodations will not be granted automatically upon request. Please read the instructions below carefully. **In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled assignment, test, or exam.** Instructors are under no obligation to offer more than one opportunity to write a make-up exam.

**Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness** should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form: [http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

**In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

**Students requesting accommodation based on religious or cultural grounds** must contact the Associate Dean of Arts, in writing, by the following deadlines:

- for the final exam: within one week of the [final exam schedule being posted by the Registrar's Office](#)
- for tests or assignments: before the 'drop – no penalty period' ends (Friday, September 27, 2013)

The Associate Dean will contact Dr. Seeds to make alternate arrangements.

***The following includes occasions and observances for Fall 2013 that might warrant accommodation on religious/cultural grounds:***

Dates	Religious holiday
Friday, September 13 (noon) Saturday, September 14	Yom Kippur (Jewish)
Wednesday, September 18 (noon) Thursday, September 19 Friday, September 20	Sukkot (Jewish)

Wednesday, September 25 (noon) Thursday, September 26 Friday, September 27	Shemini Atzeret and Simhat Torah (Jewish)
Thursday, September 26	Mashiyyat (Baha'i)
*Tuesday, October 15 (sundown) Wednesday, October 16	Eid-ul-Adha (Muslim)*
*Wednesday, November 13 (sundown) Thursday, November 14	Ashura (Muslim)*

\* Tentative: *The actual timing of Muslim events is subject to the sighting of the moon immediately before.*

**Elective arrangements (e.g., travel plans), co-op interviews, and employment** are not considered acceptable grounds for granting accommodations for academic course requirements.

If you miss a class due to a minor illness or other problems, please check your course outline for information regarding attendance requirements and make sure that you are not missing a test/exam. Cover any readings and arrange to borrow notes from a classmate; professors can't give personalized lectures for students who miss class. (If you miss class for a legitimate reason – e.g., death in the family, illness – Dr. Seeds would of course be pleased to answer any questions during her office hours after you have borrowed and reviewed lecture notes from a classmate.)

### **THE OFFICIAL VERSION OF THE COURSE OUTLINE**

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

### **ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

**Note for students with disabilities:** The [AccessAbility Services](#) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

### **CONCERNS ABOUT THE COURSE OR INSTRUCTOR (INFORMAL STAGE)**

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies ([Myra Fernandes](#) from July 1, 2012 through June 30, 2014) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Myra Fernandes  
Email: [mafernan@uwaterloo.ca](mailto:mafernan@uwaterloo.ca)  
Phone: 519-888-4567 ext 32142

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

## **ACADEMIC INTEGRITY, ACADEMIC OFFENSES, GRIEVANCE, AND APPEALS**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#).

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

### ***Other sources of information for students:***

[Academic Integrity website \(Arts\)](#)

[Academic Integrity Office \(uWaterloo\)](#)

## **OTHER HELPFUL INFORMATION**

University of Waterloo Psychology Department: <http://www.psychology.uwaterloo.ca/>

University of Waterloo Registrar's Office: <https://uwaterloo.ca/registrar/>

Canadian Psychological Association: <http://www.cpa.ca/>

Ontario Psychological Association: <http://www.psych.on.ca>

Society for a Science of Clinical Psychology: <https://sites.google.com/site/sscpwebsite/>

Society of Clinical Child & Adolescent Psychology: <https://www.clinicalchildpsychology.org/>

Association for Psychological Science: <http://www.psychologicalscience.org/>

Canadian Association for Cognitive and Behavioural Therapies: <http://cacbt.ca>

Association for Behavioral and Cognitive Therapies: <http://www.abct.org/>