PSYC 365 (A02)
Fundamentals of Clinical Psychology
Spring Term (January – April) 2019
CRN: 22646

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Office Hours: Thursday 10:00 AM – 11:00 AM

Teaching Assistant: Pauline Song
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Office: COR A210
Office Hours: TBA

Lecture Time: Monday and Thursday 8:30 AM – 9:50 AM
Location: COR A221
Course Website: http://coursespaces.uvic.ca

Required Textbook:


Course Description:

Through this course, you will have the opportunity to learn more about the field of clinical psychology. In particular, we will discuss the scientist-practitioner model in relation to assessment, intervention, research methods, and ethical/professional issues. Furthermore, we will also briefly discuss specialty fields within clinical psychology (e.g., neuropsychology).

Prerequisites:

PSYC 201 and PSYC 260. If you choose to enroll in this course without the appropriate prerequisites, you do so at your own risk. Please note that completion of this class without the appropriate prerequisites does not make you exempt from completing prerequisites at a later date if required for your degree program.

Registration:

Please see important dates for registration and withdrawal from the course as noted below. You are responsible for ensuring your registration status is accurate.

<table>
<thead>
<tr>
<th>Registration Status</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day for adding new Spring 2019 courses</td>
<td>January 23</td>
</tr>
<tr>
<td>Last day to withdraw without penalty of failure</td>
<td>February 28</td>
</tr>
</tbody>
</table>
**Course Structure and Evaluation:**

The course is lecture-based, with opportunities for interactive activities and in-class discussions. I strongly encourage you to attend and participate in class. This course has 3 tests, 1 assignment, and multiple in-class activities.

*Tests:* Tests will include multiple choice and short-answer questions. They will draw on what you have learned in the textbook and in class. Tests are not cumulative. Further details about the tests will be discussed in class closer to the exam dates, but a tentative timeline is listed below:

<table>
<thead>
<tr>
<th>Test</th>
<th>Content Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test #1</td>
<td>In class material and assigned readings from January 7 to 28 inclusive</td>
</tr>
<tr>
<td>Test #2</td>
<td>In class material and assigned readings from February 4 to March 11 inclusive</td>
</tr>
<tr>
<td>Test #3</td>
<td>In class material and assigned readings from March 18 to April 1 inclusive</td>
</tr>
</tbody>
</table>

*Written Assignment:* You will be asked to complete a brief written assignment (5 pages double spaced, not including references, in APA format) on a presenting mental health concern/disorder in the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5). In particular, you will be asked to review recent literature in order to discuss presenting symptoms, assessment measures, and possible interventions. Further details about the written assignment will be provided in class and posted to CourseSpaces. Written assignments must be completed individually. In order to be fair to students who complete assignments on time, any late assignments will be docked 10% per day (including weekends).

*In-Class Activities:* There will be multiple occasions over the course of the term where you will be asked to hand in a short written activity during class. You must complete at least 5 of these in-class activities. Please note that you can only earn credit for these activities if you are present on the day they occur. I am mindful that you may occasionally have to miss class due to illness or other important commitment, so there will be 7 in-class activities throughout the term. To be fair to students who attend class regularly, regardless of the reason you are not in class, there are no make-up assignments for missed in-class activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deadline</th>
<th>Value of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test #1</td>
<td>January 31</td>
<td>25%</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>February 28</td>
<td>25%</td>
</tr>
<tr>
<td>Test #2</td>
<td>March 14</td>
<td>25%</td>
</tr>
<tr>
<td>Test #3</td>
<td>April 4</td>
<td>15%</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td>Throughout Term</td>
<td>2% each x 5 maximum = 10%</td>
</tr>
</tbody>
</table>

**Grades:**

Grades are assigned in accordance with university standards ([https://web uvic ca/calendar2019-01/pdfs/undergraduate-201901 Part4.pdf](https://web.uvic.ca/calendar2019-01/pdfs/undergraduate-201901_Part4.pdf)). When determining final letter grades, anything 0.5 and above will be rounded up to the next whole number, while anything below 0.5 will be rounded down. For example, 79.5 will be rounded up to 80 and receive an A-, while 79.4 will be rounded down to a 79 and receive a B+. Please see letter grades and corresponding percentages below.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
</tr>
</tbody>
</table>

**Respect for Diversity:**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know at least one week in advance so that we can make arrangements for you.

**Feedback:**

I welcome any feedback on this course. Toward the end of the term, you will have the opportunity to complete an official Course Experience Survey (CES) about your learning experiences. Please note that the CES is anonymous, unless you input self-identifying text into the open-ended textboxes. You will receive an email inviting you to participate near the end of the course. You may complete the survey on your computer or other mobile device (e.g., phone). Please ensure that your current email address is listed in MyPage (http://uvic.ca/mypage). If you do not receive an email invitation, you can also access the CES directly at http://ces.uvic.ca. I will dedicate a portion of one of the last courses for the completion of this survey. The survey is not required, but I encourage you to participate, as your feedback will help me improve course content as well as my teaching for students in the future. Your feedback will also help inform the department about the course and program overall.

In addition to the CES, please feel free to bring forward any questions or concerns at any point during the course, with myself, or the course teaching assistant, Pauline.
**Tentative Schedule**

Please note this is a *tentative* schedule. Any changes to this schedule will be announced in class and posted on CourseSpaces.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic &amp; Textbook Readings</th>
<th>Important Dates</th>
</tr>
</thead>
</table>
| 1    | January 7 & 10 | History of Clinical Psychology and Contemporary Practice  
Reading for Jan. 10th: Chapters 1 & 2 |                          |
| 2    | January 14 & 17 | Classification and Diagnosis  
Textbook Reading: Chapter 3 |                          |
| 3    | January 21 & 24 | Clinical Research Methods  
Textbook Reading: Chapter 4 |                          |
| 4    | January 28 & 31 | Ethics and Professional Issues  
Reading: TBA | Test #1: January 31 |
| 5    | February 4 & 7 | Interview and Behavioural Observations  
Textbook Reading: Chapters 5 & 6 |                          |
| 6    | February 11 & 14 | Intellectual and Cognitive Assessment  
Textbook Reading: Chapter 7 |                          |
| 7    | February 18 & 22 | READING BREAK (NO CLASSES) |                          |
| 8    | February 25 & 28 | Self-Report and Projective Measures  
Textbook Reading: Chapter 8 | Assignment Due  
February 28 |
| 9    | March 4 & 7 | Integration and Clinical Decision-Making  
Textbook Reading: Chapter 9 | Test #2: March 14 |
| 10   | March 11 & 14 | Prevention  
Textbook Reading: Chapter 10 |                          |
| 11   | March 18 & 21 | Intervention with Adults  
Textbook Reading: Chapters 11 & 12 |                          |
| 12   | March 25 & 28 | Intervention with Children  
Textbook Reading: Chapter 13 |                          |
| 13   | April 1 & 4 | Elements of Change  
Textbook Reading: Chapter 14 | Test #3: April 4 |

*Note: In-class activities (worth 10% of your final grade) are not included on this tentative schedule.*
A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

**Social Life, Friends, & Community at UVic:**
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

**Counselling Services:**
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

**Health Services:**
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.
www.uvic.ca/services/health/

**Centre for Accessible Learning:**
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

**Elders' Voices:**
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
www.uvic.ca/services/indigenous/students/programming/elders/

**Mental Health Supports and Services:**
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/
Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 313-317 of the UVic Calendar September 2018.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, September 2018, p. 48-50)

- **What to do if you miss the final exam scheduled during the formal exam period**

  Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

  OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)

- **What to do if you miss an exam other than one scheduled during the formal exam period**

  Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- **What to do if you require additional time to complete course requirements**

  Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

  OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)
Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity [https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#), p. 45-47, UVic Calendar September 2018). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 46 in September 2018).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-47 in September 2018) ([https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#))

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)