FUNDAMENTALS OF CLINICAL PSYCHOLOGY
PSYC 365 (A01)  CRN 22613  
Spring 2020 Syllabus

Lecture Time:  Mondays and Thursdays 8:30-9:50am  
Location:  ELL 167  
Course Website:  http://coursespaces.uvic.ca/

Instructor:  Elizabeth Wachala  
Email:  ewachala@uvic.ca  
Office:  COR A215  
Office Hours:  Mondays 10:00-11:00am or by appointment

Teaching Assistant:  Jessi Lewis  
Email:  jessilew@uvic.ca  
Office:  COR B030  
Office Hours:  Thursdays 2:00-3:00pm or by appointment

*Either hard-copy or e-book version are acceptable, but the 4th edition is mandatory.

Course Description:  This course provides a broad overview of the profession and practice of clinical psychology. Over the term, we will learn about the history and current practices of clinical psychologists in Canada and other jurisdictions. We will examine how psychologists ethically apply their training and skills in assessment, intervention, research, and other activities – both generally and within specialty areas. Special attention will be paid to evidence-based practice, as well as ethical, professional, and diversity factors that influence clinical practice.

Prerequisites:  PSYC 201 and PSYC 260. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite courses at some later date if such courses are required for the degree program. Students are responsible for checking their registration by the add/drop deadline.
Course Evaluation:

- In-class participation activities – 10% (4 x 2.5%)
  - You will complete four short in-class activities throughout the term, worth 2.5% each, out of a possible seven scheduled in-class activities (understanding that students occasionally have to miss class). They will not be announced ahead of time and credit can only be earned if you are present in class; there are no make-up assignments for missed in-class activities.

- Midterm #1 (Feb. 3) – 20%:
  - Chapters 1-4 and Chapter 10, and lectures from weeks 1-4

- Midterm #2 (Mar. 5) – 25%:
  - Chapters 5-9 and lectures from weeks 5-8

- Final Exam (TBD) –25%:
  - Chapters 11-15 and lectures from weeks 9-12; non-cumulative

- Paper (Mar. 26) – 20%:
  - You will be asked to complete a brief written assignment (5 pages double-spaced) on a psychological diagnosis of your choice in the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5) or in the International Classification of Diseases, 11th edition (ICD-11). Drawing from recent literature, you will be asked to discuss presenting symptoms, etiology, assessment measures, and evidence-based interventions. Further details about the written assignment will be provided in class and posted to CourseSpaces.
  - Your choice of paper topic must be submitted to the instructor for approval via CourseSpaces by the end of the day on February 13, 2020.

Grading Scale:

Grades are assigned in accordance with university standards (https://web.uvic.ca/calendar2019-09/undergrad/info/regulations/grading.html). Final grades will be rounded up or down based on whether decimals fall at/above or below the 0.5 value (e.g., 79.5% is rounded up to 80%, while 79.4% is rounded down to 79%).

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A+</td>
</tr>
<tr>
<td>85-89%</td>
<td>A</td>
</tr>
<tr>
<td>80-84%</td>
<td>A-</td>
</tr>
<tr>
<td>77-79%</td>
<td>B+</td>
</tr>
<tr>
<td>73-76%</td>
<td>B</td>
</tr>
<tr>
<td>70-72%</td>
<td>B-</td>
</tr>
<tr>
<td>65-69%</td>
<td>C+</td>
</tr>
<tr>
<td>60-64%</td>
<td>C</td>
</tr>
<tr>
<td>50-59%</td>
<td>D</td>
</tr>
<tr>
<td>0-49%</td>
<td>F</td>
</tr>
</tbody>
</table>
Course Schedule*:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Tests/Assignments</th>
</tr>
</thead>
</table>
| 1    | Jan. 6 & 9  | Introduction
The Evolution of Clinical Psychology                                   | Chapter 1 (Jan. 9)        |                   |
| 2    | Jan. 13 & 16| Contemporary Clinical Psychology Classification & Diagnosis             | Chapter 2 (Jan. 13)       |                   |
|      |             |                                                                        | Chapter 3 (Jan. 16)       |                   |
| 3    | Jan. 20 & 23| Classification & Diagnosis (cont’d)
Research Methods in Clinical Psychology                                   | Chapter 3 (cont’d)
Chapter 4 (Jan. 23)          |                   |
| 4    | Jan. 27 & 30| Prevention
Review (Ch. 1-4 & 10)                                                 | Chapter 10 (Jan. 27)      |                   |
| 5    | Feb. 3 & 6  | Midterm #1 Assessment: Overview                                        | Chapter 5 (Feb. 6)        | Midterm #1: Feb. 3|                   |
| 6    | Feb. 10 & 13| Assessment: Interviewing & Observation
|      |             |                                                                        | Chapter 7 (Feb. 13)       |                   |
|      |             |                                                                        |                           | February 17 – 21: Reading Break |
Assessment: Integration & Clinical Decision-Making                        | Chapter 8 (Feb. 24)       |                   |
|      |             |                                                                        | Chapter 9 (Feb. 27)       |                   |
| 8    | Mar. 2 & 5  | Review (Ch. 5-9)
Midterm #2                                                                |                           | Midterm #2: Mar. 5 |
| 9    | Mar. 9 & 12 | Intervention: Overview
Intervention: Adults & Couples                                              | Chapter 11 (Mar. 9)       |                   |
|      |             |                                                                        | Chapter 12 (Mar. 12)      |                   |
| 10   | Mar. 16 & 19| Intervention: Children & Adolescents                                   | Chapter 13 (Mar. 16 & Mar. 19) |                   |
| 11   | Mar. 23 & 26| Intervention: Identifying Key Elements of Change
Health and Forensic Specialties                                           | Chapter 14 (Mar. 23)      | Paper due Mar. 26 |
|      |             |                                                                        | Chapter 15 (Mar. 26)      |                   |
| 12   | Mar. 30 & Apr. 2 | Clinical Neuropsychology
Review (Ch. 11-15)                                      | Chapter 15 (Mar. 30)      | Final Exam TBA    |

* This schedule is tentative; any changes will be announced in class and posted to CourseSpaces. In-class assignments are not listed on this schedule.
**Important Dates:** [https://web.uvic.ca/calendar2019-05/general/dates.html](https://web.uvic.ca/calendar2019-05/general/dates.html)

- **Jan. 6:** First day of class
- **Jan. 19:** Last day for 100% reduction of tuition fees for dropped courses
- **Jan. 22:** Last day to add fall courses
- **Jan. 31:** Last day for paying term fees without penalty
- **Feb. 3:** Midterm #1
- **Feb. 9:** Last day for 50% reduction of tuition fees for dropped courses
- **Feb. 17-21:** Reading Break
- **Feb. 29:** Last day to drop courses with no academic penalty
- **Mar. 5:** Midterm #2
- **Mar. 26:** Paper due
- **Apr. 3:** Last day of spring classes
- **Apr. 6-24:** Exam period
- **Apr. 10-13:** Easter Holiday (no exams)

**Preparing for Class:**

All tests will be based on the assigned reading material and additional information presented in class and on CourseSpaces. It is to your benefit to attend class regularly and take notes. If you must miss class, it will be important to borrow notes from a classmate.

You will have opportunities to engage more deeply with the material through active class discussions and activities. Your input is valued and encouraged, as we all benefit from learning from each others’ diverse experiences. Reading ahead the assigned readings for each class will ensure even greater engagement with the material and comprehension of topics.

Students are expected to familiarize themselves with the Important Course Policy Information on the following pages. It is your responsibility to meet the posted deadlines; if you foresee difficulty meeting these deadlines, you must discuss alternate arrangements with the instructor in advance. Late papers will be penalized 10% per day (e.g., a paper that earns 80% would be reduced to 70% if handed in one day late) up to a maximum of five days, after which they will receive a mark of 0%. Students who miss tests will receive a mark of 0% unless they have a note from a medical or psychological professional, or a previously discussed family emergency, in which case the instructor should be notified within the same calendar day so that arrangements can be made for a makeup test. Students must show the original medical note to the instructor for validation. Makeup tests are held on Friday afternoons.

To enhance your learning experience and that of your classmates, please save your emailing, social media browsing, and other electronic pastimes for after class. Students who bring laptops to class should use them for note taking purposes only.
Respect for Accessibility, Safety, & Diversity:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach your instructor and/or the Centre for Accessible Learning (CAL) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

It is important that we co-create a classroom environment that is safe and inclusive for individuals of all backgrounds. The diversity of our collective experiences is a strength that can deeply enrich our learning and wellbeing. When contributing to class discussions, you are encouraged to use strengths-based language that is respectful of differences in gender, sexuality, age, ability, socioeconomic status, ethnicity, and culture.

There may be certain topics we cover that evoke an emotional response. If any student experiences such an activating event, they are encouraged to approach the instructor or TA privately to discuss how we can best support them in coping with these triggers (including but not limited to referrals to Counselling Services).

Feedback:

I humbly welcome your constructive feedback on this course. Please feel free to bring forward any questions or concerns to myself or the TA throughout the course during our office hours. Additionally, toward the end of the term, you will have the option to complete an official Course Experience Survey (CES) about your learning experiences. These surveys can be done anonymously or with identifying information. Though not mandatory, your feedback is valued in helping me refine this course for future students, and for informing the Department of Psychology about their students’ satisfaction. You will receive an email inviting you to participate near the end of the course, which can be done on your computer or mobile device. 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. A portion of one of the last lectures will be set aside for you to complete this survey.
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 309-312 of the UVic Calendar September 2019.

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 2019, p. 49-51)

- **What to do if you miss the final exam scheduled during the last day of classes**

  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 last day of classes**

  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/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf](https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf), (p.45-47, UVic Calendar September 2019). 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 2019).


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/)
   The Office of the Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
BE WELL

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/
Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: sypcoordinator@uvic.ca

Web: www.uvic.ca/svp