

**UNIVERSITY OF VICTORIA
DEPARTMENT OF PSYCHOLOGY**

**PSYCHOLOGY 365 (A01) - Fundamental Clinical Psychology
January to April 2022**

Instructor: Dr. Jody L. Bain
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Office Hours: T/W/F: 11:00 to 12:00 or by appointment

Class time: January 10 to April 7, 2022
(No classes February 21 to 25, 2022 – Reading Break)

Tuesday, Wednesday, Friday: 8:30 to 9:20 Clearihue A127

SUGGESTED TEXT: Introduction to Clinical Psychology
by Lee, C.M, & Hunsley, J. (Wiley Press, 4th Ed., 2018)

PURPOSE: During this class I will address concepts, methods, and professional issues in clinical psychology, as well as the historical development of the profession, the scientist/practitioner model of training and practice, current clinical methods, ethical issues, and controversies of treatment approach.

I will focus on competencies of both the practitioner and the client/patient. In addition, discussion will include assumptions/weaknesses as well as strengths of particular approaches to specific disorders, such as the usefulness of Cognitive-Behavioural Therapy for pre-pubescent children.

Prerequisites for this course are PSYC 260 and PSYC 201; or permission of the department. Students who remain in this course who do not have these prerequisites do so at their own peril and are not exempt from having to complete the prerequisite courses if required for the degree program. Students are responsible for checking their registration status before the end of the add period. Students will not be added after this deadline.

COURSE OUTLINE: (subject to change as announced in class)

January 11-12 Introduction to course

January 14 - 21 Evolution of Clinical Psychology Chapter 1
Cultural Issues Chapter 2
Ethical Issues Chapter 11

January 25 – Feb. 4 Classification/DSM-5 Chapter 3
The Clinical Interview Chapter 6

February 8 **Examination #1 (20%)** **Chapters 1,2,3,6,11**

February 9 – 18 Assessment Chapter 5,7,8
Case Study Practice

(NO CLASSES February 21 – 25, 2022 Reading Break)

March 1 - 11 General Issues Chapter 9
Prevention Chapter 10

March 15 **Examination #2 (20%)** **Chapters 5,7,8,9,10**

March 18 – April 5 Treatment - Adults Chapter 12,14,15
Treatment - Children & Youth Chapter 13

April 6 **Examination #3 (15%)** **Cumulative Exam**

EVALUATION:

1. In-class Discussions: There will be **five** in-class assignments/projects (1% each). These will be in the format of Group Discussions (the format may change with COVID). They will be held on **January 26, February 9, March 2, 16, 30, 2022. These cannot be made up.**

TOTAL VALUE: 5%

2. Assignments: There will be **three** written assignments (10% each). **#1:** out of several topics given; **#2:** research article critique; **#3:** opinion piece on *ablest language and community facilities, structures, edifications OR responses to a disability as being a source of inspiration – e.g., Stella Young (Australia) coined the term 'inspiration porn'.* Each assignment will be a **maximum of three** double-spaced pages. They are due on: **January 28, February 11, March 4, 15, 29, 2022 (Choose 3 of the 5 dates).**

TOTAL VALUE: 30%

3. Examinations: There will be **three** short answer examinations (20% each for Exam #1, #2, and 15% for Exam #3) covering information presented in the class and in class discussions.

TOTAL VALUE: 55%

4. Project: Choose one of the following options.

OPTION A

Major essay: It will involve preparing a discussion paper (maximum = **ten** double-spaced pages,) in response to a topic approved by the instructor. Approval of the topic by the instructor is needed by January 28, 2022; without this approval the final paper will not be accepted. In addition, your topic request must include 3 references.

Essay is due: **March 30, 2022 (or earlier).**

TOTAL VALUE: 10%

OPTION B

Journal: Keep a journal with minimum of 10 1-page double-spaced, double-sided entries is required reflecting your thoughts regarding key concepts in clinical evaluation, assessment as well as controversies. You are welcome to include articles of interest with a commentary – these may be from a newspaper or any other form of mainstream media.

Journal is due: **March 30, 2022 (or earlier – once you have completed the 10 entries).**

TOTAL VALUE: 10%

Note: You are responsible for materials in lectures you do not attend. Tests and examinations will contain short-answer questions. Missed examinations with a valid reason will be made up at the earliest convenient time. If you miss an examination due to illness, accident, or family affliction, you must apply get in touch with the instructor. Missed examinations without a valid reason will receive a score of zero.

Mini Assignment Topics

You will be choosing ONE of these.

**You may also write on a topic of personal interest;
APPROVAL IS NEEDED FROM THE INSTRUCTOR.**

1. What are the pros and cons of taking a specific approach to a particular disorder within clinical psychology?
2. Discuss **three** key societal changes you anticipate will influence how clinical psychology is delivered to clients in the upcoming 20 years. Have recent events such as the pandemic, athlete withdrawals at the Olympics, and human rights protests had an impact upon the global understanding of what constitutes good mental health?
3. Discuss the role clinical psychologists should have in the prescription and discussion of medications for clients with mental health problems.
4. Discuss one particular cultural treatment approach that differs significantly from the most common ethnocentric approaches now used in Canada. **Please seek topic approval from the instructor beforehand.**
5. Choose one of the key approaches to understanding personality and present the benefits of this particular approach regardless of what is presented in mainstream media (present 2 or 3 of the myths usually accepted in mainstream media). (e.g., psychodynamic, behavioural, trauma-informed, humanism etc.)
6. Relate fundamental principles of clinical psychology and how they are used with benefit in the field of health psychology and behavioural medicine.
7. Relate fundamental principles of clinical psychology and how they should be used with benefit in the field of forensic psychology.

Research Article Critique

You will be choosing ONE of these.

1. Changes in the Psychology Workforce
 - a. McGrath, R.E., and Sammons, M. (2011) Prescribing and Primary Care Psychology: Complementary Paths for Professional Psychology. *Professional Psychology: Research and Practice, Vol 42: No. 2, 113-120.*
 - b. McDaniel, S.H., and Fogarty, C.T. (2009) What Primary Care Psychology Has To Offer the Patient-Centered Medical Home. *Professional Psychology: Research and Practice, Vol 40, No. 5, 483-492.*
 - c. Drummond, A., Cromarty, PI, Battersby, M. (2015) Privacy in the Digital Age: Implications for Clinical Practice. *Clinical Psychology: Science and Practice, Vol 22: Issue 3, 227-237.*
2. Mindfulness
 - a. Germer, C. (2004) What is Mindfulness? *Insight Journal, Fall 2004, 24-29.*
 - b. Kabat-Zinn, J. (2003). Mindfulness-based Interventions in Context: Past, Present, and Future. *Clinical Psychology: Science and Practice, Vol 10, Issue 2, 144-156.*
3. Exercise
 - a. Stathapoulou, G., Powers, M.B., Berry, A.C., Smits, J.A.J., Otto, M.W. (2006). Exercise Interventions for Mental Health: A Quantitative and Qualitative Review. *Clinical Psychology: Science and Practice, Vol 13, Issue 2, 179-193.*
4. Placebo/Therapy
 - a. Ashar, Y.K., Chang, L.K., and Wager, T.D., (2017). Brain Mechanisms of the Placebo Effect: An Affective Appraisal Account. *Annual Review of Clinical Psychology, Vol 13, 17.1 – 17.26.*
 - b. Goldfried, M. R. (2013). What should we expect from psychotherapy? *Clinical Psychology Review, 33(7), 862-869.* <https://doi.org/10.1016/j.cpr.2013.05.003>
5. DSM-5
 - a. Abramowitz, J.S., and Jacoby, R.J. (2015) Obsessive-Compulsive and Related Disorders: A Critical Review of the New Diagnostic Class. *Annual Review of Clinical Psychology, Vol 11, 165-186.*
 - b. Lord, C., and Bishop, S.L. (2015) Recent Advances in Autism Research as Reflected in DSM-5 Criteria for Autism Spectrum Disorder. *Annual Review of Clinical Psychology, Vol 11, 53-70.*
 - c. Wakefield, J.C. (2016) Diagnostic Issues and Controversies in DSM-5: Return of the False Positive Problem. *Annual Review of Clinical Psychology, Vol 12, 105-132.*
6. History of Psychology: What Have We Learned
 - a. Conrad, P. (1975) The Discovery of Hyperkinesis: Notes on the Medicalization of Deviant Behavior. *Social Problems, Vol 23 (1), 12-21*
 - b. Hawley, K. M., & Weisz, J. R. (2003). Child, parent and therapist (dis)agreement on target problems in outpatient therapy: The therapist's dilemma and its implications. *Journal of Consulting and Clinical Psychology, 71(1), 62–70.* <https://doi.org/10.1037/0022-006X.71.1.62>
 - c. Nagata, J.M., Ganson, K.T., and Austin, S.B. (2020) Emerging trends in eating disorders among sexual and gender minorities. *Current Opinions in Psychiatry, 33(6), 562-567.*
7. Diversity
 - a. Salter, P., & Adams, G. (2013). Toward a critical race psychology. *Social and Personality Psychology Compass, 7(11), 781-793.* <https://doi.org/10.1111/spc3.12068>

Opinion Piece Topics

***YOUR OPINIONS DO NOT NEED TO BE SUPPORTED BY
EXTERNAL, PEER-REVIEWED REFERENCES***

You will be choosing ONE of these.

**You may also write on a topic of personal interest;
APPROVAL IS NEEDED FROM THE INSTRUCTOR.**

1. ablest language and community facilities, structures, edifications – e.g., turn a blind eye, turn a deaf ear, crippled by ...
2. responses to a disability as being a source of inspiration – e.g., Stella Young (Australia) coined the term 'inspiration porn'.

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2022

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 the UVic Calendar January 2022.

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

- ***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>

- ***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>

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://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 September 2021.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <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.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

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: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp