



COUGARS

Syllabus for PSYC 450.D01

Clinical Psychology

Online-Asynchronous

Department of Psychology

Fall 2024

8/19/2024 – 10/13/2024

About the Instructor

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About the Teaching Assistants

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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. (2024). *Clinical psychology: Science, practice, and culture*. (6th ed.). Thousand Oaks, CA: Sage.

The textbook is available digitally via RedShelf on Blackboard.

Teaching Assistants

This semester, we will have three teaching assistants who will assist with behind-the-scenes aspects of the course, and perhaps with other activities as well: Carla Castro Cazares, Alyssa Gerstenecker, and Jordan Strong. Carla, Alyssa, and Jordan are undergrad Psych majors who took this course in a recent semester and excelled in it. Carla, Alyssa, Jordan and I will all be involved in grading your writing assignments. To ensure objectivity in grading, none of the teaching assistants will grade any assignment submitted by a student who they know personally. I have discussed in detail my approach and technique regarding grading with them to ensure that there will be consistency between us, such that it won't matter to you which of us grades any particular assignment you submit. Also, each of us will grade different students' assignments throughout the semester (each assignment will be randomly assigned via Blackboard), such that by the end of the semester, each of you will have had assignments graded by each 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. **We will move at a fast pace—specifically, two chapters per week (in most weeks). At the end of each week (Sunday at 11:59pm), you will have a deadline for a set of assignments for TWO chapters—specifically, for each chapter, you will take an online multiple-choice quiz (typically 10 questions), complete an online Brief Writing Assignment (typically 1-2 pages, typed and double-spaced), and participate in an online discussion board.**

None of the assignments requires additional resources besides the assigned course materials; in fact, you should use ONLY the assigned course materials to complete the assignments. You are not allowed to complete assignments by searching for information on Google or other online search engines, or by using artificial intelligence (AI) resources such as ChatGPT. Using those non-assigned sources can result in receiving a zero on the assignment or other serious consequences.

For each chapter, you will find on Blackboard a full set of PowerPoint slides. Keep in mind in mind that the PowerPoint slides offer only an overview (with few details). The video lectures and the textbook are the most comprehensive resources you have 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.
- As stated above, don't use or cite sources beyond the assigned material in this course—in fact, doing so is not allowed. The course materials—the textbook, the PowerPoints, the class sessions—provide you with everything you need to complete these Brief Writing Assignments. If you use Google, ChatGPT, or another online source for your responses, you will probably get unreliable or inaccurate information (and the TAs and I will be able to tell that you have done so, which could lead to serious consequences.)
- The TAs and I will monitor closely for plagiarism and the use of non-assigned materials. We are aware that some students may try the shortcut of googling keywords in the question (or googling 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, and it creates the possibility of learning inaccurate information from random Internet sources rather than the curated information in the textbook and other course materials. 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 in that way. Of course, plagiarizing directly from the textbook is also disallowed.
- The TAs and I will also monitor closely for use of ChatGPT or similar AI software. We will use any and all technology to detect students' use of it, and we will also “pre-ChatGPT” the questions ourselves, with multiple repetitions, to familiarize ourselves with the types of responses that ChatGPT generates. See the university policy statement (later in this syllabus) regarding the serious consequences of the use of ChatGPT or similar software.
- Here's the rubric we will use for each 10-point response in the Brief Writing Assignments, as well as for each discussion question post. (Notice the emphasis on quality and coverage.)

Criteria	+0-1 point	+2 points	+3 points	+4 points
Length: Does the response meet the minimum word count? Range: 0-2 points	Falls below the minimum word count.	Meets or exceeds the minimum word count.		
Coverage: To what extent does the response address all components of the question? Range: 0-3 points	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.	
Quality: To what extent does the response show that the student has learned the assigned material and analyzed or scrutinized by the question? Range: 0-4 points	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 a solid understanding of the assigned material, with appropriate thought about it.	Indicates mastery of the assigned material and original or creative thought about it.
Grammar and Writing Style/Mechanics: To what extent is the writing style comprehensible and appropriate? Range: 0-1 point	Answer is written comprehensibly and is free of grammatical errors, punctuation errors, overly casual language, and inappropriate language.			

- Due dates fall consistently on Sundays at 11:59 p.m. but can be adjusted if we encounter an unexpected interruption. 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 or a discussion board post is posted late, 5 points (out of 20) will be deducted for each day the assignment is late. Your assignments are all due on Sundays at 11:59 p.m., so this policy means that if you submit it on Monday (12 a.m.-11:59 p.m.), you'll lose 5 points; if you submit it on Tuesday, you'll lose 10 points; and if you submit it on Wednesday, you'll lose 15 points. If you submit an assignment after Wednesday, you'll lose all 20 points.

Online discussions

At the very beginning of the semester, you will be required to post an "Introduce Yourself" discussion forum post. Then, for each chapter, you will be required to post two replies to a Discussion Question that will ask your opinion about an especially interesting or controversial topic in the chapter. One of those replies should be your own opinion about the question, and other reply should be a response to another student's opinion. (If you want to reply to more than one other student's reply, feel free!) All of these replies are expected to be brief—just 2-4 sentences each. Each reply each worth 5 points possible and will be graded according to the rubric below. Late posts will lose a point per day late.

Criteria	+0 point	+1 points	+2 points	+3 points
Length: Does the response fall within the appropriate length (2-4 sentences)? Range: 0-1 points	Falls below the minimum length or greatly exceeds the maximum length (2-4 sentences).	Falls within the appropriate word count (2-4 sentences).		
Quality: To what extent does the response show that the students has learned the assigned material and analyzed or scrutinized by the question? Range: 0-3 points	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 a solid understanding of the assigned material, with appropriate thought about it.	Indicates mastery of the assigned material and original or creative thought about it.
Grammar and Writing Style/Mechanics: To what extent is the writing style comprehensible and appropriate? Range: 0-1 point	Answer is not written comprehensibly or has significant grammatical errors, punctuation errors, overly casual language, or inappropriate language.	Answer is written comprehensibly and is free of grammatical errors, punctuation errors, overly casual language, and inappropriate language.		

As we move through the semester, I may introduce some new online discussion options. You'll receive a notification if that happens.

Course Schedule:

Weeks	Content	Assignments	Due Date (date by 11:59 pm)
Week 1 8/19 – 8/25	<ul style="list-style-type: none"> • Chapter 1—Clinical Psychology: Definition and Training • Chapter 2—Evolution of Clinical Psychology 	<ul style="list-style-type: none"> • Introduce Yourself Discussion Post • Chapter 1 Quiz • Chapter 1 Discussion Posts • Chapter 1 Brief Writing Assignment • Chapter 2 Quiz • Chapter 2 Discussion Posts • Chapter 2 Brief Writing Assignment 	8/25
Week 2 8/26 – 9/1	<ul style="list-style-type: none"> • Chapter 3—Current Controversies and Directions in Clinical Psychology • Chapter 4—Diversity and Cultural Issues in Clinical Psychology 	<ul style="list-style-type: none"> • Chapter 3 Quiz • Chapter 3 Discussion Posts • Chapter 3 Brief Writing Assignment • Chapter 4 Quiz • Chapter 4 Discussion Posts • Chapter 4 Brief Writing Assignment 	9/1

Weeks	Content	Assignments	Due Date (date by 11:59 pm)
Week 3 9/2 – 9/8	<ul style="list-style-type: none"> • Chapter 5—Ethical and Professional Issues in Clinical Psychology • Chapter 6—Conducting Research in Clinical Psychology 	<ul style="list-style-type: none"> • Chapter 5 Quiz • Chapter 5 Discussion Posts • Chapter 5 Brief Writing Assignment • Chapter 6 Quiz • Chapter 6 Discussion Posts • Chapter 6 Brief Writing Assignment 	9/8
Week 4 9/9 – 9/15	<ul style="list-style-type: none"> • Chapter 7—Diagnosis and Classification Issues: DSM-5 and More • Chapter 8—The Clinical Interview 	<ul style="list-style-type: none"> • Chapter 7 Quiz • Chapter 7 Discussion Posts • Chapter 7 Brief Writing Assignment • Chapter 8 Quiz • Chapter 8 Discussion Posts • Chapter 8 Brief Writing Assignment 	9/15
Week 5 9/16 – 9/22	<ul style="list-style-type: none"> • Chapter 9—Intellectual and Neuropsychological Assessment • Chapter 10—Personality Assessment and Behavioral Assessment 	<ul style="list-style-type: none"> • Chapter 9 Quiz • Chapter 9 Discussion Posts • Chapter 9 Brief Writing Assignment • Chapter 10 Quiz • Chapter 10 Discussion Posts • Chapter 10 Brief Writing Assignment 	9/22
Week 6 9/23 – 9/29	<ul style="list-style-type: none"> • Chapter 11—General Issues in Psychotherapy • Chapter 12—Psychodynamic Psychotherapy 	<ul style="list-style-type: none"> • Chapter 11 Quiz • Chapter 11 Discussion Posts • Chapter 11 Brief Writing Assignment • Chapter 12 Quiz • Chapter 12 Discussion Posts • Chapter 12 Brief Writing Assignment 	9/29
Week 7 9/30 – 10/6	<ul style="list-style-type: none"> • Chapter 13—Humanistic Psychotherapy • Chapter 14—Behavior Therapy 	<ul style="list-style-type: none"> • Chapter 13 Quiz • Chapter 13 Discussion Posts • Chapter 13 Brief Writing Assignment • Chapter 14 Quiz • Chapter 14 Discussion Posts • Chapter 14 Brief Writing Assignment 	10/6
Week 8 10/7 – 10/13	<ul style="list-style-type: none"> • Chapter 15—Cognitive Psychotherapy and Mindfulness-Based Therapies 	<ul style="list-style-type: none"> • Chapter 15 Quiz • Chapter 15 Discussion Posts • Chapter 15 Brief Writing Assignment 	10/13

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.

Technology requirements

Technical requirements for students can be found in this [ITS KnowledgeBase article](#).

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.

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course and University policies

Academic integrity/plagiarism

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.

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](#).

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

Grading

Students' grades will be determined by 15 multiple-choice quizzes (each worth 20 points), 15 Brief Writing Assignments (each worth 20 points), one "Introduce Yourself" discussion board post at the beginning of the semester (worth 10 points), and 30 Discussion Question posts (each worth 5 points). The total number of possible points is 760.

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 return your graded Brief Writing Assignments promptly, typically within a few days (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.

University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378> Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content

- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches

Technology Privacy Information

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

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