

Spring, 2020 Syllabus
PSYC 392 (Sect. # 001) – Scientific Foundations of Clinical Psychology (CRN#23397)
Thomas P. Ross, Ph.D. – Professor



Location / Meeting Times: RSS 104; TR 12:15-1:30pm	Dept. Phone: (843)-953-5590
Office Hrs: M & F (12-12:50pm), R (11:00am-12pm) & by appt.	Email: rosstp@cofc.edu
Office Location: 59 Coming St., Room # 100B	Webpage: http://blogs.cofc.edu/rosstp/

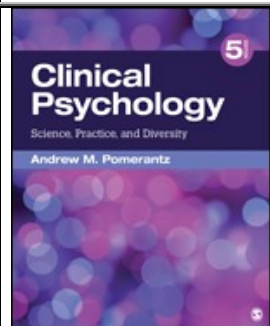
Note: The information outlined in this syllabus is subject to change. Extenuating circumstances (poor weather, emergencies, instructor’s illness, etc.) may necessitate cancellation of class that may in turn affect class assignments, due dates and the lecture/reading schedule. Students will be advised of such changes when they occur.

Course Description:

PSYC 392 is an introduction to theories and practices of modern clinical psychology for advanced psychology majors. This course is organized into three main sections. The first section is devoted to the role and training of scientist-practitioners and includes such topics as graduate school preparation, career options, and other aspects of professional development in clinical psychology and related disciplines. The second section of the course is devoted to the fundamental areas of the scientific-practitioner training model and curriculum, including clinical research methods, psychometrics and test interpretation, clinical judgment and prediction. The last section of the course will cover clinical applications including interviewing, psychological assessment, and psychotherapeutic interventions. Students’ progress in the course is assessed through a variety of means including examinations, in-class assignments, homework assignments and written assignments.

Required Reading Materials:

Pomerantz, A.M. (2020). *Clinical Psychology: Science, Practice, and Diversity* (5th edition) Sage, Los Angeles. ISBN: 9781544333618



Additional required readings are posted in OAKS in the content area of our PSYC 392-1 course page.

Course Prerequisite(s): PSYC 103; PSYC 221; PSYC 211& PSYC 220 (or PSYC 250).

Credits for passing this course may be applied one’s undergraduate degree requirements in the following ways: (1) as a course requirement in the social sciences; (2) as a requirement towards a major or minor in psychology; and (3) as a general elective requirement.

Programmatic Learning Goals¹ and Examples of Course-Specific Learning Objectives

Goal 1: Knowledge Base in Psychology - Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students will:

- Students will demonstrate knowledge about mental disorders with regard to symptoms and diagnoses, epidemiology (e.g., course, prevalence, and risk factors), etiology, and treatment.
- Students will demonstrate knowledge of the foundations of psychological inquiry (e.g., learning theory, cognition, neuroscience and how these are applied to the study of mental disorders).

Goal 2: Scientific Inquiry and Critical Thinking - The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students will:

- Demonstrate knowledge of general research methods applied to the field of psychopathology and specific clinical methodology for assessing and treating mental disorders.
- Use scientific reasoning to interpret psychological phenomena.
- Demonstrate psychology information literacy by reading primary sources (i.e., empirical articles) from the scientific literature.
- Engage in innovative and integrative thinking and problem solving.
- Demonstrate knowledge of the role of sociocultural factors in scientific inquiry.

Goal 3: Ethical and Social Responsibility in a Diverse World - The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students will:

- Apply ethical standards to evaluate psychological science on and practice (i.e. the evaluation and treatment of diverse patients with mental illness and/or disability).
- Adopt values (e.g., respect, compassion, empathy) that build a sense of community as related to the care of person with mental disorders and/or disability.

Goal 4: Communication - Students should demonstrate competence in writing and in oral and interpersonal communication skills. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development. Students will:

- Demonstrate effective writing for different purposes (e.g., essay exams).
- Exhibit effective presentation skills for different purposes (e.g., group activities and homework).
- Interact effectively with others (e.g., group activities and homework).

Goal 5: Professional Development - The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Students will:

- Refine project-management skills and enhance teamwork capacity.
- Demonstrate knowledge of the variety of professional avenues in the area of mental health care and more broadly, psychology.
- Apply psychological content and skills to their own career goals.

¹ = Programmatic Learning Goals 1-5 are taken from the American Psychological Association's Guidelines for Undergraduate Education in Psychology (APA, 2013).

Course Requirements:

Attendance and Participation: Students are expected to attend class regularly and participate actively in this course. They are responsible for being prepared to discuss course subject matter during lecture and group assignments. Additionally, there are opportunities designed for students to assume an instructional role in this course through their participation in cooperative learning assignments and activities.

Exams:

The format of the exams is multi-faceted and may include the following types of questions: Multiple-choice, matching, short answer and essays. The questions will come from assigned readings and class lectures. Students are responsible for all material presented in class and in the reading assignments. There are five major exams required for this course. **There are no make-ups for missed exams** (see Missed Exam Policy stated below). A student may NOT elect to skip, opt-out or otherwise miss any exam with the expectation of receiving a grade representing his or her mean performance on previous exams. Mean substitutions for a missed Exam will occur only in cases when students have a legitimate reason (e.g., illness or emergency) AND the student has followed the proper procedures (see Missed Exam Policy stated below).

Paper & Homework Assignments:

There are **four** major assignments required for this course. The assignments are intended to serve several purposes: (1) to increase the breadth of material covered in the course; (2) to provide another means or modality with which to assess student growth and performance beyond that provided by traditional exams; (3) to apply concepts presented in class through hands-on experience; (4) to foster critical and analytically thinking through independent intellectual pursuits; and (5) to enhance written communication skills. Each assignment will be provided to students via postings on OAKS and collected in class on assigned due dates (please refer to the course schedule).

Assignment # 1 will require students to research graduate programs of interest. Students are responsible for gathering information on a variety of topics including, but not limited to: Degree offerings, training orientation, application deadlines, necessary requirements/credentials (e.g., GRE Scores, GPA, research experience), tuition fees and financial aid availability. The information that students gather must be organized into a table using a word processing or spreadsheet program. In addition, students must submit a typed summary statement (3-4 pages) that relates each program to their personal and profession goals/objectives and their rationale for rank ordering them from most to least desirable. Students' grade on this assignment will be based on the extent to which all the required information was reported in sufficient detail and organization, and the extent to which summary statements address the requirements outlined above. This assignment is intended to provide students with hands on experience in researching graduate school programs and application processes. This exercise will ultimately assist students in exploring professional avenues and in beginning the necessary steps for attaining their professional goals.

Assignment # 2 will consist of an in class diagnostic interviewing exercise. During this exercise, the class will conduct a mock diagnostic interview of Dr. Ross as he portrays the role/behavior of a psychiatric patient with a given mental disorder. The class will apply interviewing techniques by asking questions necessary for arriving at a provisional psychiatric diagnosis based on presenting symptoms and other relevant information (e.g., DSM-5 Criteria). At the end of the class period, students will hand in their diagnostic impressions. Students will receive a number of points based on the accuracy of their diagnosis. This assignment is designed to provide a practical application of the theoretical material presented in lecture and to stimulate critical/analytical thinking. In addition, the assignment will occur prior to a class examination and therefore serve as a review of material on the

up-coming exam. **There is no “make up” for the in-class assignment, as it is scheduled group activity.** The date is listed on your lecture schedule so you will know, in advance, when it occurs. If you miss class that day for any reason, you will receive a zero.

Assignment # 3 is a homework exercise in elementary statistics and interpretation of standard scores for norm-referenced tests. Students will apply several concepts and statistic formulas presented in class (calculating standard scores, converting scores to percentile equivalence, calculating confidence intervals, etc.) to complete sample problems. This homework assignment is intended to provide students opportunities to practice abstract concepts and rehearse problems that require mathematical operations prior to the class examination. The level of mathematical proficiency required for this assignment will not exceed that of basic algebra (e.g., MATH 101).

Assignment # 4 is a writing assignment pertaining to the evaluation of psychotherapeutic outcome. Students will research a recognized mode of psychotherapy (e.g., cognitive, behavioral, psychoanalytic) used to treat a specific DSM-V disorder. Each student will conduct a focused review of the experimental literature on controlled trials for the form of therapy each has chosen to research. Students will then summarize the studies reviewed and present conclusions about the efficacy of that form of psychotherapy relative to competing therapies (including other psychotherapies and pharmacotherapies). Students will also provide a critique of the research noting the strengths and limitations of work on the chosen topic/area and offer recommendations for how future research should be conducted. More details about this paper assignment will be provided in class and posted on OAKS. This assignment is intended to provide opportunities to further develop written communication skills and critical thinking, as well as to apply research methodology presented in class.

Quizzes (on-line via OAKs)

It critical for students to keep pace with the assigned readings. **There are 13 quizzes** that occur during the course of the semester. These quizzes are designed to assess students' knowledge of the reading and lecture material and provide a means to assess students' mastery of select material at intervals more frequent than major examinations. The online quizzes are made available to students approximately 36 hours prior to the administrative deadline. Students must log into the OAKs course page and complete the quiz prior to the closing date. When the scheduled closing deadline has passed, students will not be allowed to take the quiz. The administrative deadlines for each quiz can be found on our class OAKS course page and your course schedule, which is posted in several locations. Each quiz will consist of ten multiple-choice or true/false questions. Students will have approximately 10 minutes to take each quiz. **There are no "make-up" arrangements for missed quizzes** (see Missed Quiz Policy stated below). At the end of the semester, Dr. Ross will drop the three lowest quiz scores. Therefore, only the top ten quiz scores are counted. Each quiz is worth 10 points totaling 100 points towards students' final grade.

Class Policies & Procedures:

Attendance: Attending class regularly is crucial for satisfactory performance in this course. Students who cannot attend a class meeting(s) for any reason are responsible for the material covered those days. Students with 6 or more undocumented (i.e., unexcused) absences may receive a failing grade due to “excessive absenteeism.”

Handing in Assignments: Students must complete and turn in hard copies of paper assignments at the beginning of the class period these are due (no exceptions). Students may not email or fax their assignments to Dr. Ross. Students may not hand in late assignments during office hours, or to the psychology department office at 57 Coming Street.

Grading System/Policy: Student's grades are based on the number of points they earn at the end of the course.

Grade Assignments: (Number of points required to earn specific letter grades)

Number of Points	% of Total Points	Grade Earned
644 and higher	92% and higher	A
630 – 643	90-91.99%	A -
609 – 629	87-89.99%	B +
581 – 608	83-86.99%	B
560 – 580	80-82.99%	B -
539 – 559	77-79.99%	C+
511 – 538	73-76.99%	C
490 – 510	70-72.99%	C -
469 – 489	67-69.99%	D +
441 – 468	63-66.99%	D
420 – 440	60-62.99%	D -
419 and below	59.9% and lower	F

Other grades such as W, WA, I, and XF are given under special circumstances; please consult your undergraduate course catalog for this information.

Grading: The number of points for exams, quizzes and assignments are listed below along with the percentage of the total grade these points constitute.

Source	Points	Approx. % of Grade
Exams 1-5 (worth 100 points each)	500	71% total (or 14% for each exam)
Quizzes 1-12 (worth 10 pts each)	100	14% total
Assignment # 1 (Graduate program research paper)	30	4 %
Assignment # 2 (In-class interviewing exercise)	20	3 %
Assignment # 3 (Statistics worksheet)	20	3 %
Assignment # 4 (Psychotherapy outcome research)	30	4 %
Total Points Possible	700	

Grades for assignments and exams will be provided to students (in person) during class periods, during office hours, or via a password protected function of Desire2Learn in OAKS. Final course grades will be posted electronically on My Charleston. In no instance will grades be provided to students over the phone, or posted by name. Your grades are considered privileged information that no one outside the institution should have access to. Although there are certain exceptions (e.g., a judicial order), this institution will not disclose information from a student's records without the written consent of the student. More information about this policy can be found in the College of Charleston Student Handbook (see <http://www.cofc.edu/about/documents/handbook.pdf>).

Missed Exam Policy (i.e., No Make-up Exams):

Make-up exams are not allowed under any circumstances. If/when a student fails to attend class and complete an examination on the scheduled day and time for any reason, s/he may not reschedule, "make-up" or otherwise complete a missed exam. IF students notify Dr. Ross 24 hours or more in advance of the scheduled exam, AND they document a legitimate illness or emergency using the college's Absence Memo Office procedure, THEN, Dr. Ross will substitute the student's mean exam score (calculated at the end of the semester) for one missed exam. The determination of a legitimate extenuating circumstance is made by Dr. Thomas Ross. Students should be aware that different instructors may reach different conclusions about what is or is not a legitimate

extenuating circumstance. For example, family vacations, family celebrations, job interviews and problems with travel plans are **not** considered legitimate extenuating circumstances by Dr. Ross.

Any student who misses an exam will receive a zero when (a) the student does not contact and notify Dr. Ross of his/her legitimate illness or emergency ≥ 24 hours in advance; OR (b) the student does not document the legitimate reasoning for missing a scheduled exam through the college's Absence Memo Office; OR (c) Dr. Ross does not consider the student's reason for missing the exam to be a legitimate, extenuating circumstance. Students are advised that even should they contact Dr. Ross 24 hours in advance and document their reason for missing an exam using the Absence Memo Office, Dr. Ross may still determine their reasons for missing the exam does not constitute a legitimate extenuating circumstance (e.g., illness or emergency) and therefore the student would receive a zero on the exam.

Students can apply the missed exam policy's mean substitution rule to one exam only; students will receive a zero for any additional missed exams. Students with life circumstances (e.g., health, family, work or legal problems) that may result in two or more missed exams should closely monitor their standing in the course and consider available options (e.g., college course withdrawal mechanisms) when appropriate to avoid receiving a failing grade for the course.

A student may NOT elect to skip, opt-out or otherwise miss an exam with the expectation of receiving a grade representing his or her mean performance on other class exams. Mean substitutions for a missed exam (including the last exam) will occur only in cases when students have a legitimate reason (e.g., illness or emergency) AND the student has followed the proper procedures for notifying Dr. Ross and obtaining documentation from the Absence Memo Office (see below). Finally, under no circumstances may a student take an exam and then (i.e., after the fact) elect to substitute that exam grade with their mean performance on other exams.

Procedures for Obtaining an Absence Memo: In the event that a student misses a class, an assignment due date or exam due to a legitimate, documentable reason, the student must bring documentation to the Absence Memo Office located at 67 George Street (between Stern Center and Glebe Street) where the student can fill out a form with a schedule of missed class(es), dates missed, etc. A representative from the Absence Memo Office will notify Dr. Ross by E-mail. It is important to note that the only individual who can authorize an excused absence is the professor of the missed class. If your absence is due to illness, the Absence Memo Office Staff will require you to provide them with a document from your doctor or staff at the Center for Student Wellness indicating that you were indeed sick that day. If you do not provide the Absence Memo Office with a doctor's or Wellness Center's note, they cannot in turn provide Dr. Ross with the proper authorization for a missed exam due to illness.

There are no "make-up" arrangements for missed quizzes. Students who do not complete the online quizzes by the deadline (for any reason) will receive a zero for that quiz. As stated previously, Dr. Ross will drop students' lowest three quiz scores. Therefore, only the top ten quiz scores are counted. Each quiz is worth 10 points totaling 100 points towards students' final grade.

Additional Information/Available Support Services:

The College of Charleston's Center for Student Learning. Students are encouraged to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer walk-in and by appointment tutoring, Supplemental Instruction (SI), Peer Academic Coaching (PAC), and study skills workshops and other college skill seminars. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. The CSL is located on the first floor of the Addlestone Library. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843) 953-5635.

The Writing Lab. Dr. Ross encourages students to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit <http://csl.cofc.edu/labs/writing-lab/>

The Center for Disability Services (CDS)/SNAP. Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged. The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying Dr. Ross as soon as possible and for contacting me one week before accommodation is needed. This college abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431 so that such accommodation may be arranged. Students are responsible: (1) for making an appointment for testing accommodations with the SNAP office personnel one week prior to the class exam; (2) delivering the gray accommodations testing form and envelope to the professor one week prior to the test; and (3) confirming with the professor who is to deliver the test to the SNAP office and how the completed test is to be returned to the professor. More information can be found at <http://disabilityservices.cofc.edu/>

Physical & Mental Health Resources (*developed by The Task Force on Student Well-Being*).

At the college, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/ homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640) or the Cougar Counseling Team (certified volunteers via texting "4support" to 839863 or visit <http://counseling.cofc.edu/cct/index.php>). You can also visit both on campus on the 3rd floor of Robert Scott Small. These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food and Housing Resources (*developed by The Task Force on Student Well-Being*).

Several CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> in order to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student

found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

Policy on laptop/notebook/pad computers, cellphones, other electronic equipment:

Please be aware that use of electronic equipment for any purpose other than note-taking (e.g. surfing the web, using Facebook, Snapchat, Instagram, Twitter, E-mail, gaming, and texting is strictly prohibited). This behavior is disrespectful to the instructor and other students in class. Any infraction of this policy will result in dismissal from class for that day and being prohibited from using this type of equipment in class for the remainder of the semester. As courtesy to everyone, please TURN CELL PHONES OFF – not just on vibrate or silent- in class. No electronic devices on any kind will be allowed for use during class examinations or in-class assignments.