



Syllabus

Foundations of Clinical Psychology (Psychology 2313)

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Course Information

Location

This is a self-paced online course where you will independently complete online activities, as provided in this course.

Instructor Contact Information

E-mail:	Diane.LaChapelle@unb.ca
Office hours:	The instructor is available to meet students during regular business hours. Please e-mail the instructor in advance to book a meeting slot and receive your link to the virtual meeting session.
Typical e-mail response time:	Email is typically responded to within 24 hours during the work week.
Typical time to receive feedback and grades:	Assignments and exams are most commonly graded within 24-48 hours though it may take longer during peak periods of the semester (e.g., during midterm and final exam periods; reading weeks, holidays). Notices of when I am away from the office will be posted as an announcement in D2L.

Course Objectives

Calendar Description: An introduction to the main theories, research approaches, and intervention perspectives of clinical psychology. Topics dealt with include professional issues in clinical psychology, concepts and history of abnormality, theories of psychopathology, assessment and diagnosis of psychological disorders, research perspectives in clinical psychology, and modes of psychotherapy. This course is intended to expose the student to the basic concepts, theories, and issues in psychopathology,

assessment, and psychotherapy for more advanced courses in the clinical domain. **Prerequisite:** *Introductory Psychology (6ch)*

Specific Course Objectives: The focus of this course is on the various professional activities of clinical psychologists, models of abnormal psychology, and the general principles of psychological assessment and psychotherapy. This is NOT a course in abnormal psychology (i.e., the focus will not be on the various types of mental health disorders).

Students will be immersed in the science of clinical psychology and by the end of the course should be able to: 1. Identify the pros and cons of adhering to particular models of diagnosis, assessment, and treatment and dispel stereotypical and biased views of mental illness; 2. Critically evaluate the different options for diagnosing, assessing, and treating mental health issues; 3. Make informed decisions about seeking services for mental health issues (for yourself or your family/friends); 4. Decide whether you are interested in clinical psychology as a future career goal; and 5. Be well prepared for more specific and detailed clinical courses at the third and fourth year levels.

This course will not provide you with the information necessary to diagnose, assess, or treat psychopathology in yourself or others. If you have concerns about yourself or another person, please contact UNB's Counselling Services (506-453-4820) or your Family Physician. Use your new knowledge to seek appropriate help and make informed choices about treatment options.

Prerequisites and Technical Skills

All students taking this course must have already taken Introductory Psychology (6ch).

If you learn that you cannot take the course, please contact UNB's Registrar.

Respect for Diversity

In an ideal world, science would be objective; however, much of science, including psychological science, is subjective and is historically built on a small subset of privileged voices. 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, that the diversity students bring to this class be viewed as a resource, strength and benefit, and that the textbook and teaching materials reflect and respect the diversity of human experiences: gender, sexuality, disability, age, socioeconomic 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.

I would like to create a learning environment that supports a diversity of thoughts, perspectives, and experiences, and honors your identities. To help accomplish this,

- Students are invited to update their official UNB record to reflect their chosen name and gender identity. See <https://www.unb.ca/humanrights/chosen-name/>

- Please talk to me sooner rather than later if your academic performance is being adversely affected by events outside the classroom, so that we can discuss available supports and accommodations. Mental health concerns or stressful events (e.g., a global pandemic) may lead to diminished academic performance or reduce your ability to participate in daily activities. Free, easily accessible, confidential mental health services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of mental health services available on campus at the Counseling Services website: <https://www.unb.ca/fredericton/studentservices/counselling-services/index.htmls>. UNB also offers a wide variety of services to promote overall well-being: <https://www.unb.ca/fredericton/studentservices/be-healthy-at-unb.html>.
- UNB welcomes students from around the country and the world, and their unique perspectives enrich our learning community. To support students whose primary language is not English, services are available on campus from the Writing and Study Skills Centre (<https://www.unb.ca/fredericton/studentservices/academic-success/index.html>). Additional support for our international students is available from the International Students Advisor's Office (<https://www.unb.ca/isao/>).
- I (like many people) am still (and always) in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. Conversation is at the heart of learning and bettering ourselves.

Land Acknowledgment

I was born on the lands of the Kanien'Kehá:ka (Quebec) and grew up on Anishinaabe Territory (Ontario). I studied and trained in many locations including Anishinaabe, Haudenosaunee, and Algonquin Territory (Ontario), and Saulteaux, Plains Cree, and Assiniboine Territory (Saskatchewan). I currently have the joy of living and working on the ancestral territory of the Wolastoqey people (New Brunswick).

Course Resources

Required Resources

Textbook

Pomerantz, A.M. (2020). *Clinical psychology: Science, practice, and diversity* (5th Edition). Sage.

- The textbook can be purchased from the University Book Store <https://www.bkstr.com/newbrunswickstore/home>
- You can also order it from various online stores. See: <https://us.sagepub.com/en-us/nam/clinical-psychology/book259378> for relevant links.
- Be careful when comparing online prices as some of the links from the Publisher are American and thus quoted prices are in American dollars.

Assignment Reading

LeCroy, C.W. & Holschuh, J. (2012). *First person accounts of mental illness* (selected chapters).

- This book is available as a *free e-book* from the UNB library website - a link is posted in the Assignment Folder of our course website. If for any reason the link is broken, simply log into the UNB Library website and search for the title of the book under “ebooks”.

<https://web.lib.unb.ca/eresources/index.php?sub=refmat>

Lectures

Students are responsible for all material covered in the recorded lectures and in the textbook. Lectures will frequently cover material that is not in the textbook. Also, while a PDF summary of the lecture slides is available in D2L, students should be aware that I add much more detail to the few points that might appear on a slide. Failure to watch the lecture videos and study the lecture material could result in a lower course grade given you will not be exposed to all of information being taught.

Technology

The only technology needed for the course is access to Adobe Acrobat Reader.

Assessments

Assessments	Description	Weight (out of 100%)
Academic Honesty Quiz	Completion of this “quiz” is mandatory. Students are required to review and agree to abide by UNB and course specific policies on Academic Integrity. Please refer to the section on Academic Honesty below.	0%
Exam 1	Chapters 1-5 Includes 25 multiple choice and 2 short answer questions and will be based on the textbook <u>and</u> lecture material. Please note there will be material covered in lectures that is not in the textbook.	28%
Exam 2	Chapters 7-10 Includes 25 multiple choice and 2 short answer questions and will be based on the textbook <u>and</u> lecture material. Please note there will be material covered in lectures that is not in the textbook.	28%
Exam 3	Chapters 11-15 Includes 25 multiple choice and 2 short answer questions and will be based on the textbook <u>and</u> lecture material. Please note there will be material covered in lectures that is not in the textbook.	28%
Assignment	Details of this assignment are available in D2L – please be sure to carefully read the instructions in detail before beginning.	16%

	<p>Briefly, you will be reading first person accounts of living with a specific type of mental illness and exploring the experiences from the perspectives of clinical psychology and societal/personal conceptualizations of mental illness. The written assignment will be a maximum of 12 pages.</p> <p>Final assignments can be submitted at any time during the course up to midnight on the end date of your course. Students who wish to receive broad, general feedback to help improve their essay may opt to submit an early draft. This must be a complete draft of the essay (i.e., all sections completed) and it must be submitted a minimum of 30 days before your course end date.</p>	
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Exam Invigilation

Students are responsible for scheduling their tests two weeks in advance of the time they want to write the exam. To do so, use the Exam Request Form on the Contact Us page in D2L, under Administrative Support.

Note: Students are required to write all three exams in order to receive a final grade in the course. Students who do not write all three exams will have a grade of F submitted to the Registrar. Students who write the tests but do not hand in an assignment will have a grade submitted to the Registrar based on their three exams (max grade: 84%).

Final Grades

Final grades will be reported as follows.

Letter Grade	Percentage Grade Range	Grade Points	Criteria
A+	90-100%	4.3	Excellent performance
A	85-89%	4.0	Excellent performance
A-	80-84%	3.7	Excellent performance
B+	75-79%	3.3	Good performance
B	70-74%	3.0	Good performance
B-	65-69%	2.7	Good performance
C+	60-64%	2.3	Satisfactory performance
C	55-59%	2.0	Satisfactory performance
D	50-54%	1.0	Less-Than-Satisfactory performance
F	<50%	0.0	Failure

WF		0.0	Failure
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Study Plan

Module # (Suggested timeline to complete)*	Module Topic	Readings	What's Due?
Module 1 (5 weeks)	<i>The first third of the course focuses on defining the science and ethical practice of clinical psychology and introducing students to conceptualizations of mental illness and factors that impact it.</i>	Chapters 1 - 5	Students should read each chapter then watch the associated recorded lectures. Book/Write Test 1
Module 2 (5 weeks)	The second third of the course focuses on reviewing clinical psychology assessment and diagnosis strategies	Chapters 7-10	Students should read each chapter then watch the associated recorded lectures. Book/Write Test 2 Start Assignment
Module 3 (5 weeks)	<i>The last third of the course introduces to the various schools of psychotherapy.</i>	Chapters 11-15 and lecture on psychopharmacology	Students should read each chapter then watch the associated recorded lectures. Book/Write Test 3 Submit Assignment

*It is recommended students complete the work associated with one chapter (reading, lectures, and note taking) each week to finish the course in a timely fashion. There is a lot of information to learn and remember and cramming is not conducive to maximizing your memory of the material.

** Students who need to complete the course within the standard 13-week semester will need to adjust the recommended timeline accordingly.

Student Support

Students requesting accommodation for any course requirement must make arrangements with the Student Accessibility Centre and the professor before assignment or examination deadlines. Note: The

Accessibility Centre does not automatically share information with your professors – it is your responsibility to ensure your professor is made aware of any required accommodations.

UNB provides many resources to help and inform students. Please visit the Contact Us section of this course for more information.

Academic Honesty

Academic Honesty – UNB Policies

The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism, cheating and other academic offences. The UNB Policies are as follows (copy and pasted from the UNB Calendar):

Plagiarism includes:

1. quoting verbatim or almost verbatim from a source (such as copyrighted material, notes, letters, business entries, computer materials, etc.) without acknowledgment;
2. adopting someone else's line of thought, argument, arrangement, or supporting evidence (such as, for example, statistics, bibliographies, etc.) without indicating such dependence;
3. submitting someone else's work, in whatever form (film, workbook, artwork, computer materials, etc.) without acknowledgment;
4. knowingly representing as one's own work any idea of another.

Examples of other academic offences include:

Cheating on exams, tests, assignments or reports; impersonating somebody at a test or exam; obtaining an exam, test, or other course materials through theft, collusion, purchase or other improper manner; submitting course work that is identical or substantially similar to work that has been submitted for another course; and more as set out in the academic regulations found in the Undergraduate Calendar.

Penalties for Plagiarism and other Academic Offences

First Offence: If the student does not appeal, or if, on appeal, the Committee upholds the instructor's decision:

1. A notation will be placed on the student's transcript of academic record concerning the academic offence. The length of time the notation appears on the student's transcript of academic record is to be decided when the penalty is imposed and will depend on the severity of the offence.
2. The student may be required to submit a satisfactory and genuine piece of work to replace the one involving plagiarism. If the work is not resubmitted or is unsatisfactory, the student will receive a grade of F (zero) in the course. **NOTE:** If this penalty is assessed, the period of time allowed for the submission of the work will be determined by the Registrar in consultation with the faculty member making the charge, and, where appropriate, the Committee.
3. The student will receive a grade of F (zero) on the piece of work and, depending on the severity of the offence, may receive a grade of F for the course.
4. Other penalties as outlined in penalties for Other Academic Offences may be imposed.

Subsequent Offence: In cases where the Committee considers that the student has committed an academic offence again:

1. The student will receive a grade of F in the course and a notation of the academic offence will appear on the student's transcript of record. The length of time the notation appears on the student's transcript of academic record is to be decided when the penalty is imposed.
2. Other penalties as outlined in penalties for Other Academic Offence may be imposed.

Other Academic Offences

1. Cheating on examination, tests, assignments or reports, including but not limited to:
 - Impersonating a candidate at an examination or test or in connection with any assignment in a course or availing oneself of the results of impersonation.
 - Obtaining, through theft, bribery, collusion, purchase, or other improper manner,
 1. an examination or test paper prior to the date and time for writing the examination or test;
 2. academic materials belonging to another person, e.g. laboratory reports, assignments, papers, computer materials, datasets.
2. Falsifying or knowingly submitting false assignments or credentials, records, transcripts, or other academic documents.
3. Submitting a false health or other certificate.
4. Submitting identical or substantially similar work for one course or program of study, which has been or is being submitted for another course or program of study, without the prior express knowledge and approval of the instructors.
5. Interfering with the right of other students to pursue their studies.
6. Knowingly aiding or abetting any of the above offences.
7. Tampering with, or altering, in any deceptive way, work subsequently presented for a review of the grade awarded.

For further information students should refer to the regulations found in the UNB [*Undergraduate Calendar*](#). Students should also *visit* https://unb.ca/fredericton/cetl/tls/resources/teaching_tips/tt_special_issues/plagiarism_cheating.html

Academic Honesty – Course Policy

As good scholars and UNB citizens you are required to uphold academic honesty in all aspects of this course. You are expected to be familiar with the letter and spirit of **UNB policies on academic honesty** (see the UNB Undergraduate Calendar and links above/in D2L Brightspace). Cheating, forgery, plagiarism or collusion in a dishonest act undermine UNB's educational mission and the students' personal and intellectual growth². As faculty, I too am obligated to uphold Academic Integrity, and will report all suspected cases of academic dishonesty.¹ Any academic dishonesty will result in a grade of F for the course requirement (e.g., exam or assignment) with no possibility to rewrite and an incident report (as deliberate plagiarism/cheating) will be filed with the Registrar. If the student has a prior recorded offence for cheating, that student will earn an F for the course.

1. Adapted from Georgetown University Honor Pledge (page no longer available online)
2. Adapted from Baruch College's policy on Academic Honesty (page no longer available online)

Unethical Academic Practices

It is unethical for students to engage in the following practices:

- Telling an Instructor you ‘need’ a certain grade.
- Asking for extra assignment(s) for the purpose of raising your grade.
- Asking your grade to be raised because it is very close to the next higher grade.
- Asking a grade to be raised because you did very well on one part of the course or grading scheme.
- Asking for a higher grade because you did not like the grading scheme.
- Asking to be allowed to turn in an assignment late – even a few minutes late – because of computer or printer problems, or any other reason.
- Asking to be treated better than other students by making an exception to the rules.
- Asking for any other unfair advantage in grading.

All students are required to agree to the following *Statement of Academic Integrity* by completing the Academic Honesty “quiz” in the Quizzes section of the course website before their first exam.

Statement of Academic Integrity: I understand UNB’s policy regarding cheating and plagiarism having reviewed the syllabus, undergraduate calendar, and course links in D2L; I will abide by the principles of academic honesty and the course policies by completing all learning activities (quizzes, assignments, and exams) myself and without assistance. I will not obtain answers in whole or in part from another source, will use quotation marks or blocks indentations for all words quoted verbatim, and will included citations for all borrowed ideas, whether quoted, paraphrased, summarized, or referred to in passing. I understand that ignorance of the rules of academic integrity is not an acceptable excuse for cheating or plagiarism.