

Psychology 521—Spring 2024

Introduction to Clinical Psychology

Syllabus

Course units: 3

Class meeting time: Fridays 12:00 PM – 2:45 PM

Course location: Zoom

<https://sfsu.zoom.us/j/81789909350?pwd=Z0kyQjYwOUUo5VkUwTlo5enI3VkJTdz09>

Instructor: Loïc Pritchard, MS, LMFT

Email: loicp@sfsu.edu (I respond to emails within 48 hours Monday – Friday)

Office hours: By appointment, Monday – Thursday 11:00 AM – 7:00 PM and Fridays 11:00 AM – 6:30 PM.

Sign up here for appointments: <https://calendly.com/loicpritchardsfsu/office-hours>

Course Text

Pomerantz, Andrew. (2020). Clinical Psychology: Science, Practice, and Diversity. (Fifth Ed.)

You can use any edition of this text published after 2013. Let me know if you have trouble getting the text.

There may be supplemental readings assigned at certain points in the semester. These readings will be posted on Canvas.

You are responsible for completing assigned readings prior to class.

**PLEASE NOTE: You are responsible for all deadlines and updates to deadlines!
Be on the lookout for Canvas announcements!**

Course Description and Objectives

This course presents an overview of the key concepts, methods, techniques, and interventions in the field of clinical psychology. The course will provide an overview of psychological assessment and diagnostic evaluation, as well as the current scope of professional clinical practices.

Important areas of additional focus for this course include:

1. The ways in which culture (broadly defined) and diversity impact clinical work.
2. The concept of psychological health and what might constitute psychological health.
3. The ways in which psychological insight and understanding, and the interventions and responses that grow from these, can be used to improve both interpersonal and intrapsychic functioning for patients; and how students and clinicians might use these same concepts to improve their own psychological well-being.
4. To help students determine whether to enter the field of clinical psychology.

Teaching philosophy

Given that students learn in different ways and have different strengths, I will endeavor to teach this course from different angles and using a variety of pedagogical tools.

However, no matter what tools I am using at a given moment, core to my educational philosophy is my belief that the best thing that I can do for you is not to tell you what to think but help you to learn how to think about the subject. This is my approach to learning and teaching in general, but I find it especially with such a relatively new and changing field as psychology.

One tool I rely on to achieve this overarching aim is discussion. I would like you each to think of your fellow students also as your instructors and you as theirs. We all have something to learn from one another and discussion is often one of the best ways to achieve that.

In that spirit I also consider that there are ideas, viewpoints, and experiences you will have that I don't have and, in that way, each of you can enrich the class in a manner I would never be able to on my own. Additionally, as we all do, I have my own points of view, biases, and blind spots. My hope is that in thinking together we will be able to see more clearly from multiple vantage points.

This semester, we'll examine many topics from a variety of points of view. My hope is to present all concepts in a way that will stimulate thinking and encourage you to keep an open and discerning mind when discussing course material.

Please keep in mind, in order for us to function well as a group and to get the most out of our discussions I ask that all expressions of criticisms or points on which you don't agree with one or more of us in the group be directed at ideas or concepts and not as a commentary on the character of fellow classmates or the instructor.

Please let me know as soon as if you're having difficulty with any of the course material. Remember, if you are, you're probably not the only one. You can check in with me during class or office hours, by email, or on the Q&A forum on Canvas. I'll do my best to help clear things up for you!

Classroom culture and community

In order for everyone to have the best educational and interpersonal experience possible, it's important that we build a classroom culture that welcomes and appreciates a rich variety of backgrounds, experiences, and perspectives. It is my aim to create an atmosphere of learning that respects diversity of experience and diversity of thought. It's my hope that you will join me in creating this atmosphere together.

To help us build a classroom community together, I ask all students to:

- Remember and appreciate that we have an opportunity to learn from one another if we are open others' experiences, ideas, values, and perspectives.
- Seek to understand and honor the uniqueness of other students, as well as your own uniqueness.
- Strive to be open to what someone else is saying, *especially* when what the other person is saying seems strange, unfamiliar, or even wrong to you.
- Do your best to understand what someone is trying to say before responding to them. Consider if it might be best to repeat back what you think you heard them say or to ask clarifying questions first.
- Communicate with one another in a respectful manner and value each other's opinions.
- If you notice you're dominating the conversation a lot more than everyone else, think about making space so other members of the group can respond. If you notice that

you're hardly doing any commenting or discussing (or aren't speaking up at all), challenge yourself to participate more in our discussions.

- Respond to others on the level of their ideas; don't engage in name-calling or character assassination.
- Keep confidential class/community discussions about personal or professional matters.
- Use this opportunity to think together about how we can make this class, this university, and society more inclusive and thoughtful.

A note on the course content: *The class and course material will deal with sensitive psychological issues by which some of us may be affected, either directly or indirectly. However, it is not meant as a therapeutic space. If you are interested or in need of counseling, I'll be happy to provide referrals via email or during office hours.*

Classroom Conduct

It's important to me that this class creates and maintains a space that is a good learning environment for everyone. To be able to do this we must all respect each other and demonstrate that respect by not engaging in disruptive behavior. Disruptive behavior includes, but isn't limited to, making rude, lewd, inflammatory, or inappropriate remarks during discussions.

I give students two private warnings for disruptive behavior. They will both consist of a documented verbal or written warning and the second warning will also include a deduction of 15 points from the student's total grade. Any further offenses will be referred to the Department of Psychology Chair.

If you have an issue with another student, please bring it to my attention privately and let me handle it. If you have a concern about my teaching methods, please come to office hours to discuss them. It's important to keep class discussions focused on the material.

We should all make every effort to keep the conversation civil and productive.

Please silence all electronic devices during class.

Electronic devices

Out of respect for your classmates and instructor, please silence all electronic devices for the entirety of the class. You may use laptops or tablets for notetaking during class but please be sure not to use your device for any other purposes or to distract your fellow classmates with your screen.

Zoom Classes

We will meet for class via Zoom on Fridays from 12:00 PM – 2:45 PM.

If at all possible, **please leave your cameras on for the majority of the class (don't make me speak into the void!)**. This will help make the class feel more connected and livelier. If you're worried about what is in your background, think about using one of the background "screens" that Zoom provides. For the times that you have to have your camera off, I would greatly appreciate it if you were able to have a picture uploaded to your Zoom profile.

During class, we'll take a deeper look at the week's material and readings, help bring the material come to life, and discuss your thoughts, questions, and concerns about the material we're covering.

The material in this course is complex and is illuminated best in a group setting. Therefore, I recommend you attend class often to help you prepare for the tests. We have a lot of material to cover this semester, so please do your best to *show up on time and attend the entire class*.

Although, I will do some sharing of my perspective and expertise, it's important to me that this course is a discussion, not just a lecture. To that end, I encourage you to ask questions and offer your thoughts on the material during and throughout the class. *Feel free to interrupt me at any time during the lecture (I mean it!)*.

Please have the assigned chapter(s) and/or reading(s) for the week read before class.

NOTE: Classes *will not* be recorded.

Course/Lecture Notes and Media

Any course or lecture notes, and any other material or media that I'll be presenting in class, will provide will be available on Canvas. Please be aware that there won't necessarily be course material each week and that notes might be appear in several formats, including PowerPoint or PDF.

Lectures vs. Text/Readings

There may sometimes be a disagreement between the text, the readings I assign, and the lecture. I'll clarify this difference (to the extent possible) in my presentations. For exam questions and assignments, the material presented in the lecture will take priority over the text.

For quizzes, tests, and exams, you will be responsible for all material in all assigned chapters of the text.

In some cases, the text will provide information that we won't get to in the lecture and our discussion; at other times the text will serve as a support to the lecture and discussion (but won't add anything additional); and in other cases, the lecture and discussion will cover areas that are not in the text.

When studying for the test, I recommend focusing on any notes you take from my lectures and from forum discussions first and back this up or double check it with the text.

Supplemental readings/materials

I may ask you to read one or more articles, listen to podcasts, or view videos outside of class this semester. If one of these materials is assigned, I'll put it on Canvas as either a PDF or as a link to the reading/material.

I also welcome you to recommend to me and/or the class any outside materials you find interesting!

Grading

It's my goal to create an environment in which every student will have the chance to excel and to receive the best grade possible. Given that the material in this course can be complex, you will need to put effort into this course, and the more you put into this course, the more you'll get out of it (including in terms of your grade).

Having said that, I encourage you to focus on understanding and engaging with the material and engaging with your classmates in our discussions. To my mind, this is more important than grades and is also most likely to lead to a good grade.

If you're having problems understanding the lecture or text material or aren't doing as well as you'd like on assignments and tests, please don't hesitate to come to office hours.

Please don't wait until the end of the semester! Visit me as soon as you realize that you are having difficulties.

Grade evaluation

Class participation – 130 points

Class attendance – 120 points

Reading quizzes – 150 points

Intro assignment – 15 points

Syllabus Quiz – 21 points

Exam 1 - 150 points

Exam 2 - 150 points

Exam 3 - 150 points

Total: 886 points

Class Participation

This includes satisfactory completion of any in-class assignments or exercises and active participation in class discussions. However, for those students who have significant difficulty participating during class, I will provide the opportunity to post to the discussion forum for that class on the course Canvas page.

To get full participation credit using the discussion forum, students will need to post a comment, question, or reflection of no less than 100 words.

Class Attendance

Students are expected to attend classes. Unless you miss class for a serious, compelling, documented, and verifiable reason, there will be an 11-point deduction per missed class if you miss more than 1 class per semester (i.e., you can miss 1 class without penalty). Missing the first class (i.e., orientation) *doesn't* count as a missed class.

You will need to attend at least 90% of the class time to get full credit for attendance. Any attendance time that is less than 90% will result in points deducted in a pro-rated manner.

Reading Quizzes

Weekly quizzes will open at 8:00 AM one week before their associated class meets. They will close at 12:00 PM on the day of the class.

Even though we won't necessarily get to every part of every reading in the lectures and class discussions, I consider it very important for students gain a full understanding of each chapter. To this end, there will be reading quizzes for most assigned chapters/readings to test your knowledge and understanding of the week's readings. The quizzes are also meant to help prepare you for each of the three exams. Reading quizzes will be available on Canvas.

All students must complete 10 quizzes during the semester (each worth 15 points). Please note that once you have accumulated 150 points, you will not be able to earn anymore points. You may still take the quizzes to help with consolidation of learning and as exam prep, but it won't be possible to earn more points.

You will be able to take each quiz three times. There will be no make-up quizzes without a serious, compelling, documented, and verifiable reason. To reiterate, reasons such as being too busy, forgetting, or waiting until the last minute and then having computer problems don't qualify as compelling reasons.

Exams

Exams will be a combination of short answers, multiple choice, and true-false questions. Exams questions will be taken from both the lectures and the readings on the course material that came in between the current exam and the prior exam. In other words, exams for this course are not cumulative.

All exams will be on Canvas, and each will be open for 24 hours. You will have 120 minutes to take each exam once it has been opened. Please pay close attention to the dates the exams open and close—you are responsible for keeping track of these dates and times. I will not reopen exams or offer make-up exams without a serious, compelling, documented, and verifiable reason.

You'll be allowed to take each exam one time. Take care to plan and give yourself enough time to prepare for and take the exams, since I don't offer make-ups without serious, compelling, documented, and verifiable reasons.

I consider exams to be both a test of current knowledge and learning opportunities. To that end, when taking an exam, you should have on hand: your book, any PowerPoints or lecture notes I've created, and any notes you have taken. My hope is that this will help you remember and solidify what you have learned throughout the class. Since the exams will test you on concepts and ideas and not just definitions, it will be especially important to have these materials to serve as a reference for you.

All students must take all exams in this course. I don't drop any exams or average scores.

Make-up Exams

Make-up exams are only offered on a case-by-case basis. Students who miss an exam for a serious, compelling, documented, and verifiable reason may take a make-up exam within seven days of providing documentation. The make-up exam will be open for 24 hours and students will have 120 minutes to take it.

Please know that I don't accept forgetting, getting dates mixed up, or being too busy to take an exam as compelling reasons for not turning in an exam and will not offer make-ups for these (or similar) reasons.

If you need to make up an exam, please contact me to discuss arrangements.

Exam Extra Credit

Students can earn up to 18 points extra credit in this course. Six points of extra credit will be available on each of the three exams.

Missing and Late Assignments

All assignments are due by 11:59 pm on the day they are due. I don't accept late assignments.

If there are serious, compelling, documented, and verifiable reasons for a missing or late assignment, I reserve the right to *consider* accepting the late assignment on a *case-by-case basis*. If you need an extension, please email me, or make an appointment for office hours so we can discuss it **before** an assignment is due. I'm typically much better able to accommodate you if you let me know early!

Please note that reasons for late assignments such as corrupted files, failure to save a document or to complete uploading documents, and other such reasons related to technology don't count as compelling reasons not to turn in an assignment. I will grade what you send me, so please double check for common computer issues and glitches to make sure your assignment has gotten where it needs to go in the format it needs to be in.

In general, if you feel like you might have problems meeting an assignment, quiz, or exam deadline, please email me as soon as possible **before** the deadline.

Final Grade

Your final grade is made up of all assignments, discussions, exams, and extra credit opportunities in the course. The final grade is calculated by dividing the points earned by the points possible for the course (850).

The percentages to earn each grade are as follows:

A: 95% – 100%

A-: 90% – 94%

B+: 87% – 88%

B: 83% – 86%

B-: 80%– 82%

C+: 77% – 79%

C: 73% – 76%

C- 70% – 72%

D+ 67% – 69%

D: 63% – 66%

D- 60% – 62%

F: 60% or lower

Letter Grades on Canvas

Canvas may calculate differently than I do and may assign letter grades that are incorrect or in places where letter grades don't belong. Please only use the grade sheet on Canvas to keep track of points. To calculate your letter grade at any time, divide the number of points you've earned by the number of points possible at the time of your calculation. If have you'd like help with this or have questions, please email me, or sign up for office hours.

One note on final grades: *Unless there's been a computational error, all grades are final. I don't round up scores and I don't offer any extra credit after the third exam. I won't respond to any emails requesting a grade change for any reason aside from a mathematical error.*

Cheating and Plagiarism

I make my best effort to provide a fair environment for everyone to learn and succeed in this course. I also expect each student to behave in a fair and honest manner. ***This means that I expect you to: do your own work, not share quiz and exam questions or quiz and exam answers with anyone else, not upload exam questions or answers to the internet, and not work with others to complete the exams.***

Plagiarism is a form of cheating; it occurs when someone misrepresents the work of another as their own. Plagiarism consists of using the ideas, sentences, paragraphs, or the whole texts (including paraphrasing or changing word order) of someone else without acknowledging the person whose ideas or work are being used. It is also plagiarism when someone allows another person to write or significantly alter work that a student then submits as their own.

I take cheating and plagiarism very seriously and I tolerate neither one in this course.

Any student who cheats or plagiarizes will earn a zero for the category to which the work belongs. In other words, cheating or plagiarizing on an assignment will cause all assignment grades to become zeros; cheating or plagiarizing on an exam will cause all exam scores to become zeros. Additionally, I may choose to report instances of cheating and plagiarism to the Department Chair.

Please don't hesitate to ask me if you have any questions or confusion about cheating or plagiarism. I'm happy to clarify these concepts and it will be much better if you get the clarification beforehand rather than finding out after the fact that something counted as cheating or plagiarism. This is very important because even if a student "didn't realize" something was cheating or plagiarism this is not an acceptable excuse for having cheated or plagiarized.

Please be aware that copying something from the internet without citing the source **unquestionably counts** as plagiarism. This includes, but is not limited to, all social media, Wikipedia, blogs, online magazines, etc.

Similarly, **using AI absolutely counts as cheating**. This includes, but isn't limited to, using AI for generating answers to questions, content for discussion forums, essays, outlines of essays, etc.

However, you are welcome use AI as a search engine/research tool but must include citations if you do, just like you would with any other internet search. Also, be aware that AI has been known to give wrong answers and incorrect citations. If you use it in this way it's a good idea to double check the information on a more reputable source.

There are online resources and applications such as Grammarly's plagiarism checker that you can use to check your own text to make sure you haven't inadvertently plagiarized. I may also use plagiarism/AI checkers or other similar tools to check student work.

******All work for this class must be original and created specifically for this course. Submitting an assignment that you've written for another class for this course will automatically result in a score of zero. ******

Please familiarize yourself with SFSU's guidelines on plagiarism and academic dishonesty: <https://conduct.sfsu.edu/plagiarism>; <https://conduct.sfsu.edu/academic-dishonesty>

Please also familiarize yourself with SFSU's code of student conduct: <https://conduct.sfsu.edu/standards>

Dropping/withdrawing

If you choose to drop the class or must withdraw after the drop period is over, it is your responsibility to notify me and fill out any paperwork associated with these procedures.

University Policies:

Students With Disabilities

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the

reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email dprc@sfsu.edu. Please note that if you require services you should register with the DPRC as soon as possible and well before the first exam. If you are having problems with any class accommodations, please contact me and describe what kind of accommodations are necessary.

Student Disclosure of Sexual Violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students.

To disclose any such violence confidentially, contact: The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/; Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/> For more information on your rights and available resources: <http://titleix.sfsu.edu>

Religious Holidays

The faculty of San Francisco State University shall accommodate students wishing to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the instructor, in writing, at least three days before the date that he/ she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Situations Not Covered in the Syllabus

I've tried to be as thorough as possible in writing this syllabus. However, it's not possible to cover all scenarios in this syllabus (and even if I could it's long enough already!). **Please note**, just because something doesn't appear explicitly in the syllabus doesn't mean that it's necessarily OK/not OK to do. Therefore, if you have any questions or confusion about anything in, or not in, this syllabus, please come talk to me by signing up for office hours or emailing me.

Changes to Syllabus

I do my best to have the syllabus complete at the beginning of each course. If I do have to change the syllabus in some way for some reason, I'll notify you as soon as possible by email.

Psychology 521 – Introduction to Clinical Psychology

Course schedule – Spring 2024

NOTE: This schedule is subject to change. Please pay attention to updates in class and on Canvas.

Assigned readings should be completed before we meet for the corresponding class.

Date	Chapter, Reading, and/or Topic	Assignment
2/2	Introduction to the Course: Topics covered, teaching methods, grading, etc.	Read entire syllabus. Take syllabus quiz. Introduce yourself!
2/9	Clinical Psychology: Definition and Training	Chapter 1
2/16	Diversity and Culture	Chapter 4
2/23	Ethical and Professional Issues	Chapter 5
3/1	Current Controversies	Chapter 3 – <i>skip</i> section on “Payment Methods”
3/8	Diagnosis and Classification Issues	Chapter 7
3/15	The Clinical Interview Exam 1 Q & A	Chapter 8

3/22	NO CLASS TODAY Exam 1 opens at 8:00 AM – good luck!	Study for Exam 1: - “Defining Clinical Psychology” - “Diversity and Culture in Clinical Psychology” - “Ethical and Professional Issues” - “Diagnosis and Classification” - “Current Controversies” - “The Clinical Interview” (i.e., Chapters 1,3,4, 5, 7 & 8)
3/23	Exam 1 closes at 8:00 AM	Don’t miss the deadline!
3/29	No Class – Spring Break!	Have a great break!
4/5	Psychodynamic Psychotherapy	Chapter 12
4/12	Humanistic Psychotherapy	Chapter 13
4/19	Behavior Therapy	Chapter 14
4/26	Cognitive Psychotherapy and Mindfulness-based Therapies	Chapter 15
5/3	Clinical Child and Adolescent Psychology Exam 2 Q & A	Chapter 17 Bring your Exam 2 questions!

5/10	NO CLASS TODAY Exam 2 opens at 8:00 AM – good luck!	Study for Exam 2: - “Psychodynamic Psychotherapy” - “Humanistic Psychotherapy” - “Behavior Therapy” - “Cognitive Psychotherapy and Mindfulness-based Therapies” “Clinical Child and Adolescent Psychology” (i.e., Chapters 12, 13, 14, 15 & 17)
5/17	Burnout, self-care, and community-care Parting thoughts on clinical practice Exam 3 Q & A	Thomas Ogden article – “What I Would Not Part With” posted in Canvas Bring your thoughts and reflections. Bring your Exam 3 questions!
5/24	FINALS WEEK—NO CLASS Exam 3 – FINAL EXAM – opens at 8:00 AM – good luck!	Study for Exam 3: - Understanding of all material in the course, including from a personal standpoint.
5/25	Exam 3 closes at 8:00 AM	Don’t miss the deadline!