

PSY 3320: Science and Practice of Clinical Psychology

University of Utah, Fall 2023
M 11:50-2:30pm, LNCO 1100, (3 credit hours)
Course Website: <https://utah.instructure.com/courses/889868>

Instructor

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Zoom: <https://utah-health.zoom.us/j/95405330904>
Office Hours: M 2:30-3:30pm, by appointment

Please schedule a visit with me! I enjoy getting to know my students and individual meetings help me enhance your learning by answering your questions, addressing your unique educational needs and connecting you with resources to support your professional development.

Required Text

Abramowitz, J.S.; Prinstein, M.; Trull, T. (203). *Clinical Psychology, 9th Edition*. MacMillan.
with Achieve by MacMillan Learning, ISBN: 9781319429775

Canvas

Course resources will be accessible via Canvas. A brief tutorial for students new to Canvas is available at <https://utah.instructure.com/courses/166837>. Students are responsible for learning to use this resource and consulting with the instructor as needed for assistance.

Acknowledgements

Land Acknowledgement

We acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homeland of the Shoshone, Paiute, Goshute, and Ute Tribes. The University of Utah recognizes and respects the enduring relationship that exists between many Indigenous peoples and their traditional homelands. We respect the sovereign relationship between tribes, states, and the federal government, and we affirm the University of Utah's commitment to a partnership with Native Nations and Urban Indian communities through research, education, and community outreach activities.

Diversity Acknowledgements

I acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through lenses of privilege and oppression. My commitment to you as your instructor is to minimize systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us. I acknowledge that I may fail or flounder in this endeavor and I welcome constructive and respectful feedback. I ask that you join me in this commitment to foster respect for one another, enhance solidarity, and build community.

It is my intent to ensure that the course meets the learning needs of students from all diverse backgrounds and perspectives and that the diversity that students bring to the class be viewed as a resource, strength and benefit to other students and the instructor. It is my intent to present materials and activities that are respectful of diversity (including gender, sexuality, ability, age, socioeconomic status, ethnicity, race, culture, physical and mental health). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you or other students. In addition, if any of our class meetings conflict with your religious events, please let me know so we can make arrangements for you. Please do not hesitate to speak with me if you have concerns about equity, diversity or inclusivity in this course.

Course Description

This course fulfills an elective requirement in the Clinical Psychology category for the Psychology Major. The course will provide a general overview of the field of clinical psychology, which is defined by the American Psychological Association as “the psychological specialty that provides continuing and comprehensive mental and behavioral health care for individuals and families; consultation to agencies and communities; training, education and supervision; and research-based practice.” More specifically, clinical psychologists try to understand and alleviate maladjustment, disability, and discomfort (behavioral, biological, emotional, intellectual, and social), as well as to promote healthy adjustment and functioning. Training and practice in clinical psychology involves an integration of science, theory, and practice.

In this class, we will cover the following topics in clinical psychology:

- Professional training
- Ethical considerations
- Cultural and diversity issues
- Clinical research
- Major components of clinical psychological practice, including:
 - Diagnostic classification
 - Interviewing
 - Cognitive and personality assessment
 - Theoretical perspectives and modes of psychotherapy
- Common subspecialties of clinical psychology

It is important to remember that clinical psychology is an applied science. Therefore, this class is not only about learning material; you will also be expected to think critically about the material. In addition, I will attempt to address broader relevant topics, such as diverse roles of clinical psychologists, training paths to particular professional goals, getting into graduate school, etc. Class time will involve lecture, discussion, group activities, and guest speakers. In order to effectively participate in class activities and discussions, as well as retain the most information possible, it is essential for you to keep up with the readings.

Course Goals and Learning Objectives

This course is an introduction to the professional field of clinical psychology. Therefore, the overarching goals of this course are to (a) introduce you to the basic information and concepts associated with the field and (b) encourage you to think critically about that information. Specifically, the goals for students in the class are to:

1. Become familiar with the field of clinical psychology, by learning about the activities that clinical psychologists typically perform (or do not perform) in their profession.
2. Understand and apply general ethical principles as described in the APA's "Ethical Principles of Psychologists and Code of Conduct."
3. Understand why research is integral to the field of clinical psychology, develop an understanding of research methods typically used in this field, and apply this knowledge to phenomena relevant to clinical psychology.
4. Appreciate the importance of addressing all forms of diversity (e.g., age, race/ethnicity, religion, ability, sex, gender identity, sexuality, and many others) within the field of clinical psychology, and understand the influence of such diversity on the work of a clinical psychologist.
5. Gain a basic understanding of common theories and techniques used by clinical psychologists.
6. Become familiar with some common clinical psychology specialties.
7. Develop critical thinking and communication skills.

Departmental Learning Objectives

Assignments are designed to contribute to the following departmental learning objectives:

1. Knowledge Base in Psychology:
 - 1.1 Describe key concepts, principles, and overarching themes in psychology
 - 1.2 Develop a working knowledge of psychology's content domains
 - 1.3 Describe applications of psychology
2. Scientific Inquiry and Critical Thinking:
 - 2.2 Demonstrate psychology information literacy
3. Ethical and Social Responsibility in a Diverse World
 - 3.1 Apply ethical standards to evaluate psychological science and practice
4. Communication
 - 4.1 Demonstrate effective writing for different purposes
5. Professional Development
 - 5.1 Apply psychological content and skills to career goals

University Learning Objectives

Assignments are designed to contribute to following university learning objectives:

- A. Knowledge of Human Cultures and the Physical and Natural World
- B. Intellectual and Practical Skills: Critical thinking, Written communication

Assignments & Grading

Grades will be calculated as follows:

- 40% Weekly Learning Checks
- 20% Class Participation (includes co-leading a class discussion)
- 20% Enrichment Activities & Reflection Papers
- 20% Group Project: Special Topics in Clinical Psychology

There are no midterm or final exams for this course.

University of Utah grading scale:

A = 93% or above	C = 73-76.9%
A- = 90-92.9%	C- = 70-72.9%
B+ = 87-89.9%	D+ = 67-69.9%
B = 83-86.9%	D = 63-66.9%
B- = 80-82.9%	D- = 60-62.9%
C+ = 77-79.9%	E = below 60%

Weekly Learning Checks

Weekly assignments will be accessible on Canvas with MacMillan Achieve integration.

Assignments will include true/false, multiple choice and short answer questions and may require you to watch videos or participate in other brief activities. The questions will cover information and concepts from the text and related resources.

Participation & Attendance (20%)

Participation grades will be based on a combination of the following:

Class Discussant (10%): Beginning in September, small groups of students will serve as discussants for each week's topic. Dates/topics will be assigned based on a survey of student interests. To prepare for the discussion, students will complete all required and supplemental readings, compose a brief written summary of the supplemental articles, prepare at least two thought-provoking discussion questions, and identify at least one additional resource (e.g., useful website, video, empirical article) related to the topic to share with the class. During class, each group will facilitate class discussion using their discussion prompts and information they have learned. Students are encouraged to work with the instructor and/or other discussants in preparation for their assigned topic. **At least 24 hours prior to the assigned class discussion, students will submit the following via Canvas:**

- 1) a brief written summary of the supplemental readings
- 2) two thoughtful discussion prompts
- 3) links to resource(s) with brief description(s).

These will be shared with the class. Grades will be based on the quality of submitted work, knowledge of the required reading, and degree of participation in facilitating discussion. Supplemental readings will be made available on Canvas and updated as we progress through the course material. I will them to provide additional context and/or perspectives on topics in clinical psychology. Supplemental readings are required only for the day you are assigned to be a class discussant.

General Participation (10%): Active participation in class will enhance the learning environment for everyone (including the instructor!) and help you solidify and apply knowledge developed throughout the course. Participation credit is earned through weekly active engagement and contributions to class discussions, completion of in-class exercises and reflection surveys, and/or attendance at office hours. Students are encouraged to contribute to class discussion frequently. Students who are not comfortable speaking out in class or who are unable to attend some classes should participate in discussions on Canvas by responding to prompts or posing their own discussion questions.

Group Project: Special Topics in Clinical Psychology (20%)

Students will work in groups of 4-6 to prepare a 10-minute class presentation about a special topic within clinical psychology (e.g., LGBTQ+-affirmative practice, motivational interviewing, indigenous perspectives on mental health, use of ecological momentary assessment tools) and submit an annotated bibliography (references in APA style) of resources used in preparation of the presentation. Groups will be assigned a general category based on a survey of student interests and group members will agree upon a more focused topic. Each student will work with their group to learn about their selected topic by identifying and reading at least 3 professional journal articles related to the topic (at least two of which must be published after 2015), as well as consulting other sources of information (e.g., books, videos, professional websites, such as www.apa.org) as needed.

Each group member will produce an annotated bibliography of their resources (in APA style), which should be distinct from resources reviewed by other group members. Presentation content should include a definition and description of the topic's importance/relevance to the field of clinical psychology and brief review of relevant current considerations for research and professional practice (e.g., ethics, diversity, assessment). When appropriate, presentations may also review relevant legislative or sociopolitical issues. While PowerPoint or other presentation software is often useful for organizing a presentation, this is not required. **Project topics must be approved by the instructor by Friday, October 5th** and a **draft of the presentation outline is due by Wednesday November 1st**. A PDF of the completed presentation or content outline and an annotated bibliography will be uploaded to Canvas by **Wednesday, November 22nd**. Students will be graded based on the quality of their presentation, annotated bibliography and peer ratings of their contributions to group work (see rubric on Canvas for details).

Enrichment Activities (20%)

Throughout the semester you will be required to participate in two enrichment activities outside of class and provide written responses to several prompts for reflection on what you learned from each of these experiences and how they relate to the course content. The goal of this assignment is to provide you with

- 1) exposure to concepts and competencies relevant to clinical psychology practice and research,
- 2) an opportunity to think critically about a particular subject of interest to you,
- 3) practice with self-reflection on your learning and experience of course content and relevant topics in clinical psychology, and/or
- 4) opportunities for personal or professional development.

Examples of enrichment activities include:

- writing a graduate school application (CV and personal statement)
- participating in a clinical psychology graduate training exercise
- reviewing selected psychotherapy training videos

A detailed list of instructions and essay prompts will be available on Canvas after the first few weeks of the semester. You may select any combination of activities from this list and I will update the list throughout the semester as opportunities arise. The range of eligible activities is broad to accommodate individual learning preferences and comfort levels. These assignments may be submitted at any time prior to their due dates, which are **October 16** (Activity 1) and **November 13** (Activity 2) and will be graded based on quality of reflections and clarity of communication (see rubric on Canvas for details).

Course Schedule

The following schedule may be modified as needed throughout the semester. Minor changes will be announced during class time. Major changes will be announced in class and on Canvas and a revised schedule will be uploaded to Canvas. It is the responsibility of the students to pay attention to all announcements made during class or on Canvas.

<u>Date</u>	<u>Topic(s)</u>	<u>Assigned Reading</u>
Mon 8/21	Course Overview and Introduction to Clinical Psychology	Course Syllabus, Abramowitz Ch. 1
Mon 8/28	Training, Professional Roles and Ethics	Abramowitz Ch. 2-3 <i>Class Surveys Due</i>
Mon 9/04	<i>Labor Day – No Class</i>	
Mon 9/11	Psychological Assessment	Abramowitz Ch. 4
Mon 9/18	The Clinical Interview, Personality Assessment	Abramowitz Ch. 5-6
Mon 9/25	Behavioral Assessment, <i>Group Work—Topic selection</i>	Abramowitz Ch. 7 <i>Checkpoint Survey 1</i>
Mon 10/02	The Assessment of Intelligence and Cognition	Abramowitz Ch. 8 <i>Group Project Topic Due</i>
Mon 10/09	<i>Fall Break – No Class</i>	
Mon 10/16	Diagnosis, Case Formulation, Treatment	Abramowitz Ch. 9-10 <i>Enrichment 1 due</i>

Course Schedule Continued

<u>Date</u>	<u>Topic(s)</u>	<u>Assigned Reading</u>
Mon 10/23	Behavioral Interventions, <i>Group Work</i>	Abramowitz Ch. 11
Mon 10/30	Cognitive-Behavioral Interventions, <i>Group Work</i>	Abramowitz Ch. 12 <i>Draft Presentations Due</i>
Mon 11/06	Acceptance and Dialectical Interventions, <i>Group Work</i>	Abramowitz Ch. 13 <i>Checkpoint Survey 2</i>
Mon 11/13	Psychodynamic and Client-Centered Perspectives; Groups, Families, and Couples	Abramowitz Ch. 14-15 <i>Enrichment 2 Due</i>
Mon 11/20	Clinical Health Psychology, Neuropsychology	Abramowitz Ch. 16 <i>Presentations Due</i>
Mon 11/27	<i>Group Presentations</i> , Clinical Forensic Psychology	Abramowitz Ch. 17
Mon 12/04	<i>Group Presentations</i> , Review and Reflection	<i>Course Evaluations</i>

Course Policies

Syllabus Changes

This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be posted to Canvas under Announcements.

Classroom Environment

I believe that institutions of higher education should provide a safe space for both students and instructors to share and explore diverse ideas, values and actions. As a clinical psychologist, I bring to this course a general knowledge about the field and specialty experience in psychological assessment. Students in this course bring a wealth of life experiences relevant to the field of clinical psychology that enrich class discussions and provide opportunities for myself and other students to learn and grow in important ways. I value the diverse perspectives and experiences offered by students and strive to create a climate of respect for this diversity. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. Our contributions to class discussion should show honor, respect, and dignity to all members of the class. Disagreements should be pursued with grace and compassion and without personal attack or aggression. This will allow for rigorous intellectual engagement and a deeper learning experience for all. Lastly, please remember to practice self-care (i.e., taking action to preserve one's health and well-being) and encourage others to do the same.

Attendance, Participation & Punctuality

Regular attendance and participation are *strongly encouraged*. The content discussed in class will often supplement (rather than review) that provided in the textbook. I understand that students have multiple life demands and that unpredictable events arise that impact your ability to attend class, so please reach out if you are unable to attend class so we can make other arrangements. Active participation in group discussion and exercises during class will aid in your understanding of the course material. Finally, we will begin class with a brief mindfulness or self-reflection exercise. If you are not able to arrive on time, please enter the classroom quietly so as not to disturb other students.

Late Work

Assignments are due at midnight on the due date. I recommend working and submitting assignments ahead of deadline to avoid last-minute problems such as computer failure or loss of internet access. I understand that unexpected life events can interfere with completing assignments. Please contact me within the 24-hours after the due date if you are/were unable to complete an assignment on time so that we can make other arrangements. Otherwise, late work submitted more than 24 hours past the due date will be docked 5% per day.

Accommodations

Accommodations will be considered on an individual basis and may require documentation. Please contact your instructor and/or teaching assistant as soon as possible (preferably shortly before the semester begins) to request accommodations of any kind. Examples of needs for accommodation include but are not limited to, extreme personal circumstance, university sanctioned events, active duty military service, or religious practices. If you need accommodations due to difference in physical or mental health or ability, please work with the Center for Disability and Access (CDA; disability.uta.edu, 801-581-5020).

Personal Pronouns

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center.

Institutional Policies

Drop/Withdrawal:

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. See the Academic

Calendar (<https://registrar.utah.edu/academic-calendars/pdf-academic-calendars/2023-2024-main-and-online-academic-calendar.pdf>) for the last day to withdraw from term, first and second session classes. Deadlines for courses with irregular start/end dates: <https://registrar.utah.edu/handbook/miscellaneous.php>

Academic Honesty: It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. *This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization.* Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>.

Student Rights and Responsibilities (<http://www.regulations.utah.edu/academics/6-400.html>) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, detailed in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with the verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Wellness Statement:

Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA *before issues become problems*. For helpful resources, contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased since the pandemic. If you need help, reach out for campus mental health resources (<https://studentaffairs.utah.edu/mental-health-resources/index.php>), including counseling, trainings and other support.

- Huntsman Mental Health Institute Crisis Line: 801-581-3000. The HMHI Crisis Line offers crisis response 24/7, including: crisis support over the phone, a mobile outreach option that will respond to persons in their home, and the Receiving Center where individuals from Salt Lake County can access a safe and supportive environment.
- Consider participating in a Mental Health First Aid (<https://studentaffairs.utah.edu/mental-health-first-aid.php>) or other wellness-themed training (<https://wellness.utah.edu/workshops-training/>) provided by our Center for

Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues.

Americans with Disabilities Act Policy

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Access, 162 Olpin Union Building, (801) 581-5020, <https://disability.utah.edu/>. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Access.

Undocumented Student Support

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit <https://dream.utah.edu>.

University Safety Statement:

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <http://safeu.utah.edu>.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Veteran's Support:

The Veterans Support Center is a "one stop shop" for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201. You can visit their website for more information about their services and support at: <http://veteranscenter.utah.edu>.

LGBTQ+ Resource Center:

The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu>.

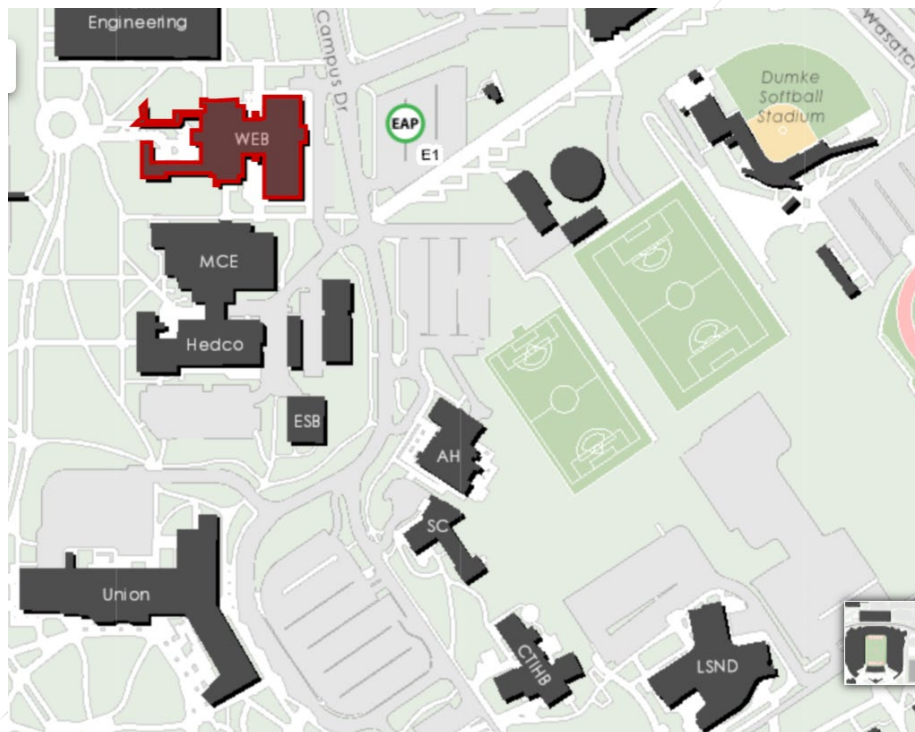
Learners of an Additional/Second Language:

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include:

- Writing Center (<http://writingcenter.utah.edu>)
- Writing Program (<http://writing-program.utah.edu>)
- English Language Institute (<http://continue.utah.edu/eli>)

CSBS Emergency Action Plan:

Familiarize yourself with the CSBS Emergency Action Plan before you come to campus: <https://content.csbs.utah.edu/~mli/CSBS%20Emergency%20Action%20Plan.pdf>.





BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.