

Course Syllabus

This is your syllabus. Please refer to it often.

Welcome!

Introduction to Clinical Psychology

Spring 2018

PSY 364 • Unique #42812 • MW 11:30am - 12:45pm • Online!

Instructors:

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Communicating with your teaching team: We love hearing from you! Please follow these guidelines to help us to maximize everyone's learning experience:

For most questions related to course material or class administration, please post your question to Piazza. This is the most efficient way for us to share knowledge among the entire learning community. Never doubt the value of your questions – if you are wondering about something, at least a few of your classmates are wondering the same thing!

For questions related to accommodations for sensory or learning disabilities, please email the TAs (onlinePSY364TA@austin.utexas.edu).

For questions about a specific test item (benchmark or exam), please direct your inquiry to the TA email (onlinePSY364TA@austin.utexas.edu). Please be sure to include the *actual item and how you answered it*.

For questions about grad school or career advice, please first review the Grad School 101 videos available to you under Modules. Then ask your follow-up/personalized questions on Piazza, over email, or in online or in-person office hours. We love talking to students about their life paths!

For conversation about psychology and related topics, please visit us in office hours either online or in person, or attend a meet-and-greet with Dr. B (see course announcements). Come see us!

IMPORTANT: Please DO NOT message us through Canvas. We regret that we cannot guarantee that we will even see a message sent to us this way, much less respond effectively to it!

Course Description

In this survey course on the science and practice of Clinical Psychology, we review major theories and conceptual models of helping, introduce fundamental clinical skills and attitudes, and discuss clinical ethics and decision-making. We cover a variety of topics related to clinical psychology, including career development in the helping professions, empirically supported treatments and the importance of research, professional issues in clinical practice, how to be a conscious consumer of mental health services, and mechanisms of therapeutic change. Throughout the course, we apply psychological theories and principles to everyday human experience. We hope to make the science of Clinical Psychology accessible and understandable, and we particularly want you to see how the theories and concepts we discuss relate to your own life.

This interactive online course is broadcast at class time. Students log in to attend class synchronously, view the pre-recorded lecture as it is being broadcast, take a daily quiz during class, and participate in the class chat being run live by members of the instructional team.

Instead of a traditional textbook, you will read and view assigned materials online for each class, including articles, TED talks, and a variety of multimedia materials. We recommend listening to the lecture for each module first, then completing the associated readings, viewings, and explorations. In fact, recent research finds that students learn far more efficiently if they read the reading material after the lecture than if they do so before the lecture.

Instead of regular exams, there will be a short test (i.e., a **benchmark**) at the beginning of every class. There are no set-aside exam days or final exam.

There are no in-person requirements for the course. Class attendance and participation, all assignments, and all tests (benchmarks) are taken online. The instructional team holds in-person office hours as in any traditional class; you are not required to attend these, but we encourage you to come ask questions or just say hello.

Participation in the class chat is recommended but not required. The class chat is an extension of Dr. Bradbury and Dr. Valdez's virtual classroom. Members of our community who cannot maintain expected standards of civility toward TAs and fellow students will be blocked from the chat.

To get a thorough understanding of the course content, we urge you to attend all the lectures as well as read (or watch) all of the online material. The best way to prepare for the benchmarks is to actively attend to the lecture while you watch it, taking notes as you would in any class, then

read all of the associated material. Ask us questions, and talk with your classmates and others about what you've learned. Actively talking with others about the theories and ideas of the course helps to organize them in your mind. Be sure to take advantage of the many online learning resources available to you. The best way to prepare for PCQs is to pay full attention during the entire lecture.

Required Internet-enabled device. All students must be connected to the class via Canvas every lecture day during class using an Internet-connected computer or laptop. An internet-based cellphone/smartphone will NOT work well and is not recommended. Please check all the technical requirements here: <http://www.laits.utexas.edu/tower/tech.html> (Links to an external site) (Links to an external site.)Links to an external site..

Be sure your browser is updated to the versions specified in that link. Google Chrome is the recommended browser. If you need technical assistance, click the Help button in the middle of the class home page.

In-class research and participation. Everything about this class is being studied. We are attempting to discover how to maximize learning and performance for all students in large classes. Consequently, all of your assignments, questionnaires, comments, online discussions, and online behavior will be saved. At the end of the course, all identifying information will be removed and the data will be used by researchers to better understand learning.

Prerequisites: For psychology majors - upper-division standing and PSY301 and 418 with a grade of at least C in each; **For Non-majors** - upper-division standing, PSY301 with a grade of at least C, and one of the following with a grade of at least C: Biology 318M, Civil Engineering 311S, Economics 329, Educational Psychology 371, Government 350K, Kinesiology 373, Mathematics 316, Psychology 317, Sociology 317L, Social Work 318, Statistics 309.

Assessment: How you earn your grade.

We expect you to immerse yourself in the readings and lectures, and to complete all the assignments to the best of your ability. We expect the level of time and effort required for you to do well in this class to be similar to that required for any upper-division course in psychology.

Your grade comes from your performance on three types of assessment:

1. Benchmarks. Each class, you will take an 8-item multiple-choice quiz on the material covered in the previous class. We count 20 of 25 benchmarks (we drop your lowest 5). Benchmarks are considered cumulative in that we expect you to retain and apply the information you are learning throughout the semester in order to develop a higher level of long-term knowledge of the course topics. However, the focus of each benchmark is on the specific class topic it tests; seven questions on each benchmark are on this material. One question on each benchmark is drawn from previous topics you answered

incorrectly, so be sure to understand where you went wrong when you miss a benchmark item.

2. PCQ's. At the conclusion of every class, watch for the daily PCQ! PCQ stands for Participation Credit Quiz, a one-item, one-minute quiz to give you a little credit for paying attention during class.
3. Assignments. There will be ten assignments (we count your top 8 scores). Due dates for assignments are given in the course calendar. Assignments vary in their specifics, but typically entail viewing a Dr. B video (workshop or virtual field trip) or completing some authentic learning activity (personality questionnaire, doing a good deed) and then sharing your perspective, reactions, opinions, values, experiences, conclusions, etc., as they relate to this course material. You will share in one of two formats: 1. by completing brief (500-word) writing assignments, which you will post to Turn It In in order to be graded; and 2. by completing multi-media assignments, which you will post to Padlet and Canvas in order to be graded.

Assignments posted to Padlet become part of the fabric of our learning community, in that they are shared with all the students in our class and become part of the course materials that could be used by the teaching team in the future with other cohorts of students. These postings are anonymous except to the teaching and technology teams running the class. Writing assignments (posted to Turn It In) are not visible to your peers and are not anonymous (you turn them in only to the teaching team); these assignments may be de-identified and used as examples in future classes.

We drop your lowest 2 assignment grades.

If you take the assignments seriously and submit relevant, thoughtful work, on time and according to the instructions, you will receive the full 15 points. Any of the following errors can result in lost points (in full or in part, at the discretion of the grader, depending on the severity of the error): Claiming or implying that someone else's work is your own; turned in late or not according to the submission instructions; unreadably poor writing and/or irrelevant content; far too long or far too short; doesn't follow instructions for content; is needlessly vulgar or offensive; incomprehensible; overly superficial or lacking in substance. On the other hand, if you produce impressive work, you could be entered in a drawing to win a tour of the production studio and lunch with Dr. B!

Detailed instructions will be posted to Canvas for all assignments. You will find the writing assignments and the multi-media assignments on Canvas after we announce that they are ready.

For writing assignments, you will go to that specific writing assignment and follow the instructions. Once you're ready to submit, press the SUBMIT button, and your life will be beautiful! **For multi-media assignments**, you will click on the specific assignment and will be directed to Padlet. Once on Padlet, you will drag and drop your image onto the Padlet Board and write a short description of the image using the EDIT tool. To submit the assignment, you will click the blue button at the top-right of your screen labeled, "SUBMIT ASSIGNMENT," click BROWSE to select your image, click ADD ANOTHER FILE to add paper (*do not add comments in the comment field*), then finally click SUBMIT ASSIGNMENT and the beauty of life will unfold around you!

Make-up and Late Work Policies:

Because we drop multiple benchmark, PCQ, and assignment scores, we do not administer make-up exams or quizzes for any reason, including illness, approved school projects and travel, religious holidays, family emergencies, or anything else. **There are rare exceptions:** you will know if you are one of them, because an event will have occurred in your life so catastrophic that it shreds right through our drops policy. If this applies to you, please contact us and the Dean of Students' Office of Emergency Student Services; they, and we, will help you.

Assignments turned in late (via email to the TAs) will be docked 1 point per day late, up to 7 days. Assignments will not be accepted more than 7 days late.

You must complete your quizzes and assignments independently and without assistance or consultation with another person. Writing assignments must be your own original, previously unpublished work. Please study well enough for the benchmark quizzes that you will not be tempted to consult your notes or other fact-checking sources; although fact-checking is allowed during the benchmarks, you won't have much time to take advantage of that policy. Sources for allowed fact-checking do NOT include people. Consulting with another person while taking quizzes for this class is never allowed and could incur serious consequences. The number of technological ways they have devised for detecting cheating in these online classes blows my mind; trust me, you don't want to risk it. If you have any questions about what counts as cheating, we encourage you to check out the [student judicial services website \(Links to an external site\) \(Links to an external site.\)Links to an external site.](#), or ask us questions.

- **Reviewing Benchmarks and PCQs.** You will be able to review your Benchmark and PCQ answers once grades have been released, which typically occurs soon after class. To review your completed Benchmarks or PCQs, go to the Assignments tab on the left side of Canvas and open your benchmark from there. You will see which questions you answered correctly and incorrectly.
- **Question Queries.** If at some point in the semester you have a query about a Benchmark question (e.g., the wording appears ambiguous to you or you don't understand why a certain answer option isn't also marked as correct), you will have **ONE WEEK** from the time the Benchmark was taken to ask us about that question. **If you have a query about a benchmark question, please email the TA email (onlinepsy364TA@austin.utexas.edu) with the full question, all answer choices, your response, the correct response, and your related question.**

Course Grades

Computing your final grade. Your Course Grade will be computed in the following way:

Grades determined by:

- 20 benchmarks (8 points each) = 160 points
- 20 PCQ's (1 point each) = 20 points
- 8 assignments (15 points each) = 120 points

Total possible points = 300

If we offer you any Extra Credit during the semester (often a point or two), we add it to this total.

Divide by 3 to yield % score.

Conversion of % score to letter grade according to this table:

A = 92 and up	C+ = 78-79
A- = 90-91	C = 72-77
B+ = 88-89	C- = 70-71
B = 82-87	D = 60-69
B- = 80-81	F = 59 and down

If you are taking the course Credit-No Credit or Pass/Fail, you must make the equivalent of a D or better to receive credit or pass the course.

Percentage course grades are calculated to two decimal places and rounded to the nearest whole number, such that, for example, the lowest A- is 89.50 (rounds to 90). There are no exceptions to this grading scheme.

Borderline Grades Stay Borderline. Every semester, some students score just below the borderline of the next highest grade. We have great sympathy for people who find themselves in that position, but raising those grades would simply uncover a new group of people whose grades are near the new borderline. This makes everybody edgy. Therefore, our policy must be that borderline grades stay as they are. Thus, for example, an 89.49 is a B+. *Attempting to get us to make an exception to this policy is a waste of your precious time on this planet.*

Community Support.

Use the resources below to help yourself be successful in class.

This semester, we will be using Piazza as a class-wide discussion forum. If you have questions or topics that you'd like to discuss with your classmates and teaching team, this is the place to do it. The system is highly catered to getting you help fast and efficiently from classmates, TAs, and instructors. Rather than emailing questions to the teaching staff, we encourage you to post your questions on Piazza.

We have a skilled team of Teaching Assistants. The TAs will have at least three contact hours each week outside of class during which they can meet in person or virtually. Your Instructors also hold office hours weekly. We all enjoy talking to students! Contact information and office hour times and locations for the teaching team are listed on the home page of Canvas under Office Hours.

Throughout the semester, watch Canvas for Announcements of additional opportunities to meet the on-camera members of the instructional team, Dr. Bradbury and TA Lauren, live and in person!

Other support - UT runs the Sanger Learning Skills Center in Jester Hall that offers advice on studying and note-taking techniques in general.

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

It is common for students to feel a great deal of stress during college, and it is common for students studying about mental illness to develop concerns about their own mental health. If you need to talk to someone, contact the Counseling and Mental Health Center at 512-471-3515, consult the online help resources linked to our course page, or reach out to any health professional for a referral.

We hope you enjoy the course. Please let us know if there is anything we can do to help you to thrive in this class and get the most out of it. Never hesitate to ask us questions and talk to us!

It's going to be a great semester!

Class Calendar

W Jan 17 11:30A	Class: Overview of Course	
M Jan 22 11:30A	Class: Professional Helper, Part 1	Key Skills & Commitments
W Jan 24 11:30A	Class: Professional Helper, Part 2	Healthy helper fundamentals, self-care
F Jan 26	Assignment #1 Due by 7:30P	<i>Writing: Manifesting Positivity Workshop</i>
M Jan 29 11:30A	Class: Professional Helper, Part 3	Career Vectors
W Jan 31 11:30A	Class: Ethics, Part 1	The Helping Process; power

F Feb 2	Assignment #2 Due by 7:30P	<i>Writing: Do A Good Deed</i>
M Feb 5 11:30A	Class: Ethics, Part 2	The Helping Relationship
W Feb 7 11:30A	Class: Ethics, Part 3	Empirically supported treatment; iatrogenic effects
F Feb 9	Assignment #3 Due by 7:30P	<i>Padlet: Motivation</i>
M Feb 12 11:30A	Class: Ethics, Part 4	Applying ethical principles; resolving ethical dilemmas
W Feb 14 11:30A	Class: Listening, Part 1	How to listen therapeutically; purpose & power
F Feb 16	Assignment #4 Due by 7:30P	<i>Writing: Listening mind workshop</i>
M Feb 19 11:30A	Class: Listening, Part 2	4 listening skills
W Feb 21 11:30A	Class: Influencing, Part 1	Social influence processes; listening vs. influencing
M Feb 26 11:30A	Class: Influencing, Part 2	6 influencing responses
W Feb 28 11:30A	Class: Influencing, Part 3	6 influencing responses, cont.
F Mar 2	Assignment #5 Due by 7:30P	<i>Padlet: Speak up, speak out!</i>

M Mar 5 11:30A	Class: Assessment	Types, purpose of assessment
W Mar 7 11:30A	Class: Diagnosis	Labeling; DSM
<i>M-F Mar 12-16 Spring Break – NO CLASS</i>		
M Mar 19 11:30A	Class: Behavioral Intervention	Functional Analysis (ABC's); CBT intro
W Mar 21 11:30A	Class: Treatment Goals, Part 1	stages of change model
F Mar 23	Assignment #6 Due by 7:30P	<i>Writing: Help for Helpers Workshop</i>
M Mar 26 11:30A	Class: Treatment Goals, Part 2	Science of goal-setting
W Mar 28 11:30A	Class: Planning Treatment	Common factors, selecting tools; treatment plans
F Mar 30	Assignment #7 Due by 7:30P	<i>Padlet: Creativity and Gratitude Workshop</i>
M Apr 2 11:30A	Class: Third-wave CBT, Part 1: DBT	Mindfulness, Emotional Regulation, Distress Tol Interpersonal Effectiveness
W Apr 4 11:30A	Class: Third-wave CBT, Part 2: Others	ACT, motivational interviewing

F Apr 6	Assignment #8 Due by 7:30P	<i>Writing: Strengths Assessments</i>
M Apr 9 11:30A	Class: Cognitive Change, Part 1	Types of cognition
W Apr 11 11:30A	Class: Cognitive Change, Part 2	Reframing; Problem-solving
F Apr 13	Assignment #9 Due by 7:30P	<i>Padlet: Virtual Field Trip: Dr. B's clinical office</i>
M Apr 16 11:30A	Class: Cognitive Change, Part 3	Restructuring distorted cognition
W Apr 18 11:30A	Class: Stress & Coping	Stress responses; psychobiology; coping
M Apr 23 11:30A	Class: Treating Sleep Problems	Lifestyle psychobiology; sleep hygiene
W Apr 25 11:30A	Class: Learning Applications	Treating Depression
F Apr 27	Assignment #10 Due by 7:30P	Padlet: Meditation & Visualization Workshop
M Apr 30 11:30A	<i>Last class!</i> Learning Applications	<i>Live Your Values!</i>
W May 2	<i>NO CLASS</i>	