# George Mason University

# Psych 321 Introduction to Clinical Psychology Spring 2020

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Instructor: Peter Frecknall, Ph.D.

Class time and location: R 7:20-10, Robinson B368

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Office Hours: Thurs.6-7pm

**Bulletin Course Description**: An exploration of the history, functions, and concerns of the clinical psychologist. Assessment, treatment, community approaches, ethics.

# Required Reading and Materials

* + Pomerantz, A. (2017). *Clinical Psychology: Science, Practice and Culture (4th Ed).*

Thousand Oaks, CA: Sage. ISBN-13: 978-1544333618; ISBN-10: 1544333617

* + Textbook online resources - <https://edge.sagepub.com/pomerantz4e>.
  + APA Ethical Principles [http://www.apa.org/ethics/code/index.aspx#](http://www.apa.org/ethics/code/index.aspx)
  + Additional required material (readings, video clips) as indicated on the syllabus or assigned during the semester.

**Learning Outcomes:** As a result of completing this course, students will be able to:

* + Evaluate the role that research plays in the development of clinical theory, technique and evaluation of assessment and treatment.
  + Evaluate key concepts and techniques of major types of psychotherapy (e.g., psychodynamic, cognitive behavioral)
  + Understand the unique training and skills of a clinical psychologist as compared with other mental health specialists.
  + Critically evaluate current controversial issues in clinical psychology.
  + Understand how diversity impacts the science and practice of clinical psychology.

**Disclaimer**: This course will NOT provide you with the information necessary to diagnose, assess, or treat psychopathology in yourself or others.

# Methods of Instruction:

* + Lectures, class discussion, & group activities.

**Methods of Evaluation**

**Grade calculations:**

Exams and assignments will be given a point total. All points will be added together at the end of the semester to calculate a “Final Grade” score. That score will be converted into a percentage, which will be given the appropriate letter grade (as designated below). The course evaluation items are weighted as follows.

Exam One: 10%

Exam Two: 10%

Exam Three 10%

Exam Four: 10%

Translating Scholarly Research paper: 20%

Movie/TV presentation: 20%

***Participation and attendance: 20%***

**Total 100%**

**Exams:** There will be four non-cumulative in-class exams. Exam format will be multiple- choice. Exam items will be drawn from class lectures, handouts, discussions, exercises, and assigned readings. The instructor will only permit makeup exams in cases of documented emergency (e.g., death in family), subject to verification (e.g., physician's note, Dean's office note). To be able to take a makeup exam, you must notify the instructor at least 24 hours in advance of the scheduled exam. Makeup exams are given at the discretion of the instructor and may differ in format from the original exam.

**Movie/TV Presentation –** Groups will select a movie or television show (approved by instructor) in which a clinical psychologist (or closely related or mental health professional) plays a major role. The group will a) critique the accuracy of the media portrayal, discuss the theoretical orientation of the psychologist, and describe how a psychologist with a different theoretical orientation might approach the client’s problem(s) and b) note any boundary or ethical issues raised in the therapeutic relationship. The group will present their findings to the class in a 15-minute Powerpoint format (video clips may be used for up to 20% of the presentation) The group will also turn in their Powerpoint presentation the day BEFORE the presentation is due. Presentation dates are listed on the course schedule.

To avoid Social Loafing, each student will write an assessment of EACH of the other students’ performance within the group. This is due the next class meeting after the presentation. If I see themes, some people’s grades may suffer.

# Note: The group presentation cannot be made up. If you miss class on your assigned date you will not get credit for the presentation portions of the assignment, regardless of the reason.

# Translating Clinical Psychology Research Paper: It is important to be a critical consumer of research. Popular reports can sometimes be misleading because authors “cherry pick” the findings to report (“Sub-group analysis”) and certain other things to get an article accepted. You will find one scholarly article describing a study done by a clinical psychologist or a psychologist doing clinically-relevant research, that has also been reported on in the popular press. You will read both the popular article that describes the findings from the journal article, AND the actual journal article. Write a paper (3 double-spaced pages) that critically evaluates this popular report compared to the scholarly article. Turn in this paper, a copy of the popular article, and a copy of the journal article together. Due date: the last day of class. DON’T PROCRASTINATE!

**Participation/Attendance** – ***This element is 20% of your grade!*** Regular attendance and participation are necessary for successful completion of the class. Attendance will be taken over the course of the semester. This grade is determined by attendance, participation in-class activities, and the quality and quantity of participation in class discussion

While occasional lateness or leaving in the middle class on is sometimes necessary, it is disruptive to the class. So you should make every effort to be on time and be present for the duration of the class. **Students will be responsible for any notes and/or announcements made in class regardless of whether or not they were present.**

\* You are responsible for keeping up with your own grade in the class. Please use this list to keep track of your grade throughout the semester. Please see below for the policy regarding absence for the observance of religious holidays.

# CLASS POLICIES

* ***Cell phones and Laptop Computers:*** The course is designed to draw upon the experiences and insights of your peers and your participation makes for a richer experience for all. To promote learning and class dialogue, please turn off all cell phones and put them away **before** class begins. If I see you using your cell phone at any point during class you will lose participation points. Laptops may be used for note-taking only. I WILL RANDOMLY CHECK to see if you aren’t taking notes with your laptop. Any other use will be subject to the cell phone conditions above.

## Writing Assignments:

o Unless otherwise stated, all written assignments should be completed in MSWord (not PDF), a standard 12-point font (i.e., Times New Roman, Arial), double-spaced, and with 1 in margins on all sides. Submit PowerPoint presentations as .ppt files, (not PDF files). All in-text citations and reference sections should be completed in accordance with the *Publication Manual of the American Psychological Association*, 6th edition. *You may find the following web site helpful:* [http://www.vanguard.edu/psychology/faculty/douglas- degelman/apa-style/](http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/) ***.***

***Lectures from class:***

--In-text citations: ([Brief Lecture name], s.7) that includes the lecture title (shortened version is okay) and the slide # you are citing is listed (i.e., “s7”).

--Reference section: *Frecknall, P. (2019a). Ethics in Clinical Psychology [PowerPoint slides]. Retrieved from Lecture Notes.*

*--*Textbook:In-text citations: (Pomerantz, 2017, p. XX), where the page #s are listed even when not taking a direct quote.

* + In order to be fair to all of the students in the class, I cannot read and comment on drafts of papers before they are due. However, I am happy to meet with you or answer questions about assignments over email.

## Grading:

24/7 Rule Students who are dissatisfied with a grade on any assignment may request that the professor review the grade as long as these procedures are followed:

* + Students must wait at least 24 hours after the return of a graded assignment before requesting a grade review.
  + The written (emailed) request must be received within 7 days after an assignment is returned.
  + Students must meet with me face-to-face and have their concerns *in writing*.
  + Any concern about a grade must be addressed and resolved within a week of receiving the grade. Otherwise, no further consideration for a change of grade on these assignments will be allowed. Under no circumstances will any grade dispute on individual assignments be considered once the semester has ended and grades have been posted.
  + I will consider re-grading papers/essays, but this will NOT necessarily result in a higher grade. The re-grade is final.
* ***Late work:*** If an assignment requires hard copies, they are due by the time that class begins; **10%** of the available points will be deducted for each day (or portion thereof) that the paper is late (days start one minute after the paper is due) and include weekends. Please submit assignments early to prevent late submissions due to computer, internet, or server problems and be sure to make back-up copies of your papers in case of technical difficulties.
* ***Respect for others*:** Class discussion will often involve controversial issues. Please listen to one another and be respectful when expressing your disagreement with someone else’s point of view. We are all here to learn from each other, and that can only be done it we have an open and affirming class atmosphere.
* ***Communication and Questions*:** If you have questions about assignments, first read the syllabus because many of the answers may be there. If you still have questions, feel free to email or text me. If you email or text me, ***put the course Name and number in the subject line of the email. If you’re sending a text, identify yourself!*** Otherwise I may not open it. Also, when sending email please “sign” the email with your full name so that I am sure to know that it is from you. And, please be aware that emails that are sent in evenings, weekends, or on holidays may not be responded to immediately.
* ***Class cancellations/delays due to University closure*:** If class is canceled by the university (e.g., weather-related issues). I will let you know if there are any changes to a schedule. In order to maintain the schedule in the syllabus, material may be posted online (e.g., narrated PowerPoint lectures). If an exam is scheduled for a day that the university closes or cancels class, then the exam will be scheduled for the following day that we have class.
* STAPLES: DO NOT TURN IN ANYHING THAT IS NOT STAPLED. UNSTAPLED WORK WILL BE REJECTED AND SUBJECT TO THE LATE WORK PENALTY OF 10% PER DAY.

# RESOURCES & UNIVERSITY POLICIES

* **Average minimum amount of out-of-class or independent learning expected per week:** In a 15-week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of-class work for every 50 minutes of direct instruction, for a minimum total of 2.5 hours a week. A 3-credit course should include 2.5 hours of direct instruction and a minimum of 5 hours of independent learning or 7.5 hours per week.

**Extra Credit:** You can earn up to 8 points (not percentage points!) of extra credit that is added onto your lowest quiz grade total for the class.

* + Your first option is to participate as a volunteer for four hours in psychology department research (2 points per hour). Students may sign up for research studies through the GMU Sona Systems web page ([http://gmu.sona-systems.com/).](http://gmu.sona-systems.com/)) Select **Psyc325-004** to apply these hours toward extra credit.

# STUDENT SUPPORT SERVICES

**Student Support Services:** If you find that you are strongly relating to any particular disorder and/or you have symptoms that are causing you significant distress or impairment in your life, please note that George Mason University does offer services to support students’ academic and emotional development. Counseling and Psychological Services (CAPS), located in SUB I room 3129 ([http://caps.gmu.edu/](http://caps.gmu.edu/learning-services/) ), offers workshops in academic skills, stress management training, and individual and group counseling for students who would like some help with social, emotional, or educational concerns. Consider taking advantage of these resources if you need them.

**Sexual Misconduct & Interpersonal Violence:** In this course, we may discuss sexual assault and interpersonal violence in reference to course material. As such, I’d like to make it clear that George Mason University is committed to providing a learning, living, and working environment that is SUPPORTIVE, free from discrimination, and we are committed to a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted, or subjected to sexual misconduct to seek assistance and support. University Policy 1202 Sexual Harassment and Misconduct (<http://universitypolicy.gmu.edu/policies/sexual-harassment-policy/)>speaks to the specifics of our process, our resources, and the options available to you. Confidential student resources are available on campus at the Student Support and Advocacy Center ([http://ssac.gmu.edu/),](http://ssac.gmu.edu/)) Counseling and Psychological Services ([http://caps.gmu.edu/),](http://caps.gmu.edu/)) and Student Health Services ([http://shs.gmu.edu/).](http://shs.gmu.edu/)) All other members of the University community (including faculty, except those noted above) are **not** considered confidential resources and are **required** to report incidents of sexual misconduct to the University Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact Dr. Jennifer Hammat, Title IX Coordinator, at [http://diversity.gmu.edu/title-ix,](http://diversity.gmu.edu/title-ix) at (703) 993 – 8730, or in the Compliance, Diversity, and Ethics office in the Aquia Building, Suite 373.

**Accommodation of Disabilities:** If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Services (DRC) at (703) 993-2474. **All academic accommodations must be arranged through that office**. Note that this provision includes the range of disabilities, including physical, psychiatric, and learning disabilities.

* **Security:** In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

**Class schedule**

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|  | **DATE** | **TOPIC** |
| **WEEK 1** | **1/23** | Syllabus review. Introductions. Chapter 1 |
| **WEEK 2** | **2/6** | Chapter 2 &3 |
| **WEEK 3** | **2/20** | Chapter 4&5 |
| **WEEK 4** | **3/5** | Chapter 6  **EXAM ONE-IN CLASS---Chapters 1-5** |
| **WEEK 5** | **3/12** | **SPRING BREAK** |
| **WEEK 6** | **3/19** | Chapter 7&8 |
| **WEEK 7** | **3/26** | Chapter 9&10 |
| **WEEK 8** | **4/2** | Chapter 11  **EXAM TWO-IN CLASS---Chapters 6-10** |
| **WEEK 9** | **4/9** | Chapter 12&13 |
| **WEEK 10** | **4/16** | Chapter 14 & 15  **EXAM THREE-IN CLASS---Chapters 11-13** |
| **WEEK 11** | **4/23** | Chapter 16 &17 |
| **WEEK 12** | **4/30** | Group presentations |
| **FINAL EXAM:** | **TBA** | **EXAM FOUR –Chapters 14-17 May 6-13** |
|  |  | **SCHOLARLY CRITIQUE PAPER DUE WITH FINAL EXAM!** |