**PSYC 321: Clinical Psychology (3 credits)**

**Fall 2020, Section DL1 online course**

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**Office Hours:** Blackboard Collaborate by appointment on Thursdays 11:00 am to 12:00 pm.

**Last day to add course:** Aug. 31st

**Drop Deadlines:**

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| --- | --- |
| **Last Day to Drop with 100% tuition refund for Full Semester** | September 8 |
| **Drop period begins with 50% tuition refund for Full Semester** | September 9 |
| **Final Drop Deadline with 50% tuition refund for Full Semester** | September 15 (Final Drop) |
| **Last day Third Party Billing Authorizations accepted** | September 16 |
| **Unrestricted Withdrawal Period for Full Semester: 100% Tuition Liability** | September 16 - September 28 |

# **Course Description**

Welcome! This online course will introduce you to theories and practices of clinical psychology. You will have required reading, quizzes, discussion boards, and a final writing assignment. The course is asynchronous and you will need to access materials in Blackboard. There are no prerequisites. A large portion of this course’s content was created by Dr. Jerome Short, so you will see many of his materials as we move through the course.

## Required Textbook: Pomerantz, Andrew M. (2020). *Clinical psychology* (5th ed.). Thousand Oaks, CA: Sage.

### Course Learning Outcomes

You will develop the following skills.

1. Conceptualize Skills of Clinical Psychologists – Describe roles and skills of psychological assessment, psychotherapy, consultation, research, and prevention.
2. Apply Ethical Principles – Learn and apply ethical principles to case dilemmas.
3. Apply Cultural Competence – Learn to examine the impact of different cultural experiences on psychological research, assessment, and therapy.
4. Demonstrate Understanding of Assessment Techniques – Ability to suggest appropriate assessment tools to determine client diagnoses.
5. Demonstrate Understanding of Therapy Techniques – Ability to summarize basic steps of different treatment approaches to address client problems.
6. Use Technology Effectively – Ability to use Blackboard to complete quizzes, post assignments, and comment on Discussion Boards.

# Course Assignments

**1. 16 Quizzes.** Your chapter quizzes are each worth 10 points (160 points total). The quizzes are 10 multiple-choice questions based on Blackboard presentations and the textbook. A LockDown browser is needed for the quizzes and you must complete them in 15 minutes once they are opened. The quizzes are with no notes, no book, and no help. Your webcam will record you during the quizzes.

**Missed Quizzes**. You can make-up a missed quiz if you have a note from a physician that explains why you could not do the quiz. The professor will consider other reasons for missing a quiz and will decide whether or not to allow the student to make-up the quiz. Make-up quizzes may have a different format from the original quiz.

**2. 5 Discussion Board Posts and Comments**. Your 5 discussion board posts and comments are worth up to 6 points each (30 points total). These posts will focus on issues or cases in clinical psychology. Your score is 0 if you do not post anything by the deadline. Generally, you can earn 2 points for summarizing your answer, another 2 points for evaluating what you stated (costs vs. benefits, relating it to class discussion board comments, or relating it to research findings), and another 2 points for constructively commenting on another student’s post to move the discussion forward (though not all posts will require commenting on another student’s post). Limit your posts to a maximum of 10 sentences. See Course Schedule for due dates. You will be assigned to a small discussion group after the final date add course date (Aug. 31st). You will not be able to complete the posts before then, and you will complete all of your posts within your assigned group of 12 students.

**3. Final Writing Assignment.** This writing assignment will be worth 50 points. You can write a personal opinion piece about how this course and your new knowledge about clinical psychology has influenced your career aspirations/goals. Please use *both* information from this course (i.e., reference specific chapters, sections, topics, research articles, videos, etc.) and outside experiences (e.g., research experience, other employment, service experience) to support your choice. Points will be awarded based on completeness (must be 2 - 3 pages, double-spaced, 12-pt font), use of specific information from the course, reference to outside experiences, clarity of reasoning (e.g., your essay should be logically organized and contain a thesis, supporting arguments, and conclusion), and grammatical correctness. *Think of this activity as an introduction to the process of writing a personal statement for grad school (if you plan to go) or for preparation for a job interview in a field of your choice*. You must state clearly whether you plan to go into a field of psychology, and if so, which one (e.g., pursue a Masters of some kind, Ph.D., or Psy.D.; clinical, forensic, health, industrial/organizational psychology, etc.; child/adolescent, pediatric, or adult specialty🡪 these are just ideas, so please do not limit yourself to these options. More specifics are discussed in the text). Also, try to have fun with this exercise and spend some time reflecting. Additionally, you will ***NOT*** be punished or graded more harshly if you do not want to go into a field of psychology. Writing is an essential skill, and poor-quality papers that have not been proofread or structured effectively will receive poor grades.

**Extra Credit**. You may complete an additional writing assignment for extra credit. It will consist of you locating a peer-reviewed journal article and writing a two-page (double-spaced; 12-point Times New Roman font; 1-inch margins) paper. The intent of this paper is for you to summarize a research article and then write your reaction to it, stating what you learned, what surprised you, etc. All papers must also pose a new research question or new study that builds on the article you read. How would you extend this line of research? Extra credit papers will also be graded on clarity of thought, organization, grammar, and spelling. Poor-quality papers that have not been proofread or structured effectively will receive poor grades. Papers should not exceed 2 pages.

# Grading Scale

I will base your final grade on your percentage of 240 points (16 quizzes worth 160 points, 5 Discussion Boards worth 30 points, and 1 writing assignment worth 50 points) as defined below.

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| A+ = 97-100% | A = 93-96% | A- = 90-92% | B+ = 87-89% |
| B = 83-86% | B- = 80-82% | C+ = 77-79% | C = 73-76% |
| C- = 70-72% | D = 60-69% | F = Below 60% |  |

# Course Schedule

| **Class week** | **Readings** | **Assignments Due** |
| --- | --- | --- |
| W1: Module 1 8.24 | Ch. 1: Clinical Psychology: Definition and Training; pp. 3-26. | Download lockdown browser for quizzes, complete practice quiz, add student introduction (optional)  Ch. 1 Quiz due Sunday, 8.30 |
| W2: Module 1 8.31 | Ch. 3: Current Controversies in Clinical Psychology; pp. 47-72. | Ch. 3 Quiz due Sunday, 9.6  Discussion Board 1, 9.6 |
| W3: Module 1 9.7 | Ch. 4: Diversity and Cultural Issues in Clinical Psychology; pp. 73-100.  Ch. 5: Ethical and Professional Issues; pp. 101-125. | Ch. 4 Quiz due Sunday, 9.13  Ch. 5 Quiz due Sunday, 9.13 |
| W4: Module 2 9.14 | Ch. 8: The Clinical Interview; pp. 179-204. | Ch. 8 Quiz due Sunday, 9.20  Discussion Board 2, 9.20 |
| W5: Module 2 9.21 | Ch. 9: Intellectual Assessment; pp. 205-224. | Ch. 9 Quiz due Sunday, 9.27 |
| W6: Module 2 9.28 | Ch. 10: Personality Assessment and Behavioral Assessment; pp. 225-250. | Ch. 10 Quiz due Sunday, 10.4 |
| W7: Module 3 10.5 | Ch. 11: General Issues in Psychotherapy; pp. 253-281. | Ch. 11 Quiz due Sunday, 10.11  Discussion Board 3 due 10.11 |
| W8: Module 3 10.12 | Ch. 12: Psychodynamic Psychotherapy; pp. 282-310. | Ch. 12 Quiz due Sunday, 10.18 |
| W9: Module 3 10.19 | Ch. 13: Humanistic Psychotherapy; pp. 311-334. | Ch. 13 Quiz due Sunday, 10.25 |
| W10: Module 4 10.26 | Ch. 14: Behavior Therapy; pp. 335-362. | Ch. 14 Quiz due Sunday, 11.1 |
| W11: Module 4 11.2 | Ch. 15: Cognitive Psychotherapy; pp. 363-390. | Ch. 15 Quiz due Sunday, 11.8  Discussion Board 4 due 11.8 |
| W12: Module 4 11.9 | Ch. 16: Group and Family Therapy; pp. 391-416. | Ch. 16 Quiz due Sunday, 11.15 |
| W13: Module 5 11.16 | Ch. 17: Clinical Child and Adolescent Psychology; pp. 419-448 [and Pediatric Psychology!] | Ch. 17 Quiz due Sunday, 11.22  Discussion Board 5 due 11.20 (Friday) |
| W14: Module 5 11.23 | Thanksgiving Week | Nothing due |
| W15: Module 5 11.30 | Ch. 18: Health Psychology; pp. 449-472.  Ch. 19: Forensic Psychology; pp. 473-496. | Ch. 18 Quiz due Sunday, 12.6  Ch. 19 Quiz due Sunday, 12.6  Writing Assignment, 12.6  Extra Credit due Wednesday, 12.9 |

# University Policies and Resources

1. Student Responsibilities About Communication: Mason uses electronic mail to provide official information to students. Examples include communication from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
2. [Honor Code and Academic Honesty:](http://oai.gmu.edu/) You need to know and abide by George Mason University’s Honor Code. The Code requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. You should contact me if you have questions about these policies. All violations of the Honor Code will be reported to the Honor Committee.
3. Students must follow the university policy for [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) and registration on the [Registrar’s website.](http://registrar.gmu.edu/)
4. Student services: The University provides range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better).
5. [The George Mason University Counseling and Psychological Services (CAPS)](http://caps.gmu.edu/) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance. Counseling Center: Student Union I, Room 364, 703-993-2380.
6. Accommodations: Students with disabilities who seek accommodations in a course must be registered with the [George Mason University Office of Disability Services (ODS)](http://ods.gmu.edu/) and inform their instructor, in writing, at the beginning of the semester. If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Services (DRS) at 703.993.2474.
7. [The George Mason University Writing Center](http://writingcenter.gmu.edu/) staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. University Writing Center: Robinson Hall Room A114, 703.993.1200. The writing center includes assistance for students for whom English is a second language.
8. [Library](http://library.gmu.edu/for/online): Most University Libraries resources are available to you from home. They have a variety of online services.
9. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
10. [Diversity](http://ctfe.gmu.edu/professional-development/mason-diversity-statement/): George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.
11. [Religious Holidays](http://ulife.gmu.edu/calendar/religious-holiday-calendar/): It is the obligation of students, within the first two weeks of the semester, to provide professors with the dates of major religious holidays on which they will be absent or unable to turn in work due to religious observances.
12. [Student Privacy](http://registrar.gmu.edu/ferpa/): All students at Mason control access to their educational records and must give consent before that information is disclosed to any third party, including parents.

# Technology Requirements

**Blackboard Login Instructions**

Access to [MyMason](http://mymason.gmu.edu) and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check [the IT Support Center](http://itservices.gmu.edu/) website. Navigate to [the Student Support page](https://coursessupport.gmu.edu/Students/) for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

**Hardware:** You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for the storage amount needed to install any additional software and space to store work that you will do for the course.

**Software:** Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the [myMason Portal](http://mymason.gmu.edu). See [supported browsers and operating systems](https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/002_Browser_Support_SP_11). Log in to [MyMason](http://mymasonportal.gmu.edu/) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](http://get.adobe.com/reader/), [Flash](http://get.adobe.com/flashplayer/), [Java](http://www.java.com/en/download/), and [Windows Media Player](http://windows.microsoft.com/en-US/windows/products/windows-media-player), [QuickTime](http://support.apple.com/downloads/#quicktime) and/or [Real Media Player](http://www.real.com/realplayer/search). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](http://antivirus.gmu.edu/).

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

**Respondus LockDown Browser:** Use of the Respondus LockDown Browser and a functional webcam are required for quizzes in this online course. Please follow these [instructions](http://coursessupport.gmu.edu/Students/index.cfm?audiencename=Students&categoryname=Bb%20Assessments&datname=Respondus%20LockDown%20Browser) to download and install the Respondus LockDown Browser.

1. [Visit this URL](http://www.respondus.com/lockdown/information.pl?ID=133435885) to access the Respondus LockDown Browser download.
2. Setup is easy and only requires you to:
   1. Select your operating system.
   2. Choose "Your Own Computer" from the list of provided options.
   3. Click a download link and follow the installation directions as provided.

When you have completed these steps, launch the Respondus LockDown Browser by double-clicking its shortcut icon (pictured below). By default, this icon will be created on your desktop.

* [Respondus LockDown Browser system requirements](http://www.respondus.com/products/lockdown-browser/requirements.shtml)
* [Courses Support Student Documentation](https://coursessupport.gmu.edu/Students/index.cfm?audiencename=Students&categoryname=Bb%20Assessments&datname=Respondus%20Monitor%20and%20Lockdown%20Browser)

Windows Macintosh

