

PSY 445-001
Introduction to the Clinical Practice of Psychology
Fall 2024

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Class Time:	MWF 9:10-10:05	Office Hours:	MWF 8:00-9:00 Th 2:00-3:00; by appt
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In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center.

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

AI Policy: I believe it is important for students to learn how to write properly. I do not think this happens if you use AI to craft your assignments. Thus, I will not accept assignments that are generated by AI. (Besides, if you cannot

be bothered to write it, why should I be bothered to read/grade it?) However, if you want to use AI to help you study or help show options for assignments, I cannot see a reason why that should be barred. We will discuss more on the ethics of AI use as we move through the class.

Required Text:

Skyepack Course Pack for Introduction to Clinical Psychology. <https://app.skyepack.com>

Recommended Texts:

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th Edition). Washington, D.C.: Author.

Objectives of the course: As a result of participating in this class students will:

- 1) learn information related to the practice of clinical school psychology and the history, education and training requirements for these specialty areas;
- 2) learn the relationship between applied psychology and other helping professions and standards for licensure/certification in psychology;
- 3) understand how ethical and professional issues are important to applied mental health work;
- 4) have the opportunity to evaluate their own career plans in the mental health field and will be better prepared for post-baccalaureate employment in mental health care settings;
- 5) be provided the foundation for further study if they decide to apply to graduate programs in clinical, counseling or school psychology;
- 6) be exposed to applied skills such as psychotherapy and assessment and obtain some practical experience performing these activities; and
- 7) develop their writing skills.

Evaluation: Grades for the class will be calculated from the percentage of points earned out of the 300 possible. The following percentages of total points will be used to determine grades for undergraduate students: >89.49 = A, 89.49 - 79.5 = B, 79.49 - 69.5 = C, 69.49 - 59.5 = D, < 59.5 = F. This means that >268 points = A, 238-267 points = B, 208-237 points = C, 178-207 points = D, <178 points = F.

Required Activities/ Sources of Points:

(1) A number of **Take Home Assignments** will be administered across the semester and will make up approximately 60% of the points. These questions will be worth various points each, ranging from 5 to 30 points each, for a total of 180 points. Students are expected to do their own work on the assignments. Instances of cheating will be handled according to the

guidelines laid out in the Undergraduate Student Handbook.

(2) A **term paper** that is at least 10 pages and no longer than 15 pages in length will be worth 60 points and will be about 20% of the points. The topic of the paper will be discussed further. The paper will be written in APA 7th edition style (including references). Alternatively, students can complete an **engagement activity** with a 5 to 7 page reflection paper to meet this requirement. Directions for the engagement activity will be discussed in class.

(3) **Attendance and in-class activities** will be worth 60 points and will make up about 20% of the points. For the most part, these activities will involve quizzes over assigned readings, but there will also be structured activities across the semester. Students also earn points for simply attending class. Students who are late to class or leave early from class will not receive full credit for attendance.

(4) There may be opportunities to earn up to 15 points or 5% **Extra Credit** during the course by participating in research projects or other appropriate activities. These opportunities will be at the discretion of the instructor. These opportunities will be discussed further in class.

Take Home Assignments: Each take home assignment will be worth various points, depending on the task. The format for the take home assignments will vary based on the task. Be sure to read the instructions on each take home assignment very carefully. Assignments will be due at the beginning of the class period of the due date.

Late assignments will be accepted but will be penalized. The penalty is five (5) points if the assignment is turned in on the due date but after the beginning of class. After that, an additional one (1) point per day (not class period) late, including weekends, is added to the penalty. Therefore, a paper that is due on Friday but is not turned in until Monday will have eight (8) points deducted from the total score.

Specific guidelines for how to compose your answers can be found on the class web page, under the link *Writing Guidelines*.

Guidelines for the Term Paper

The term paper is an important part of the course. It is worth about 20% of the points for the course, and, without completing the paper it will be difficult to receive a good grade. Above and beyond that, though, in today's society, it is very important to be able to communicate your ideas both verbally and in writing. By writing a term paper, you will gain experience in written communication. Finally, the term paper will expose you to seminal articles in the field of psychology.

I will provide a handout with the parameters of the assignment at a later date.

You will need to turn in two components to fully complete the paper assignment. You will need to turn in a rough draft and a final draft of the paper. **The rough draft of the paper will be due on October 23.** Simply turning in the rough draft will be worth **11 points**. **The final draft of the paper will be due on November 22.** The final draft of the paper will be worth up to **49 points** and will be graded on both content (**35 points**) and grammar (**14 points**).

Late components will be penalized 5 points for the first day it is late and 1 point for every day thereafter. Thus, a paper due on Friday but turned in the next Monday would be penalized 8 points—5 for Friday and one point for each of Saturday, Sunday, and Monday.

I have this policy for two reasons:

- 1) In the working world, there will always be real deadlines. If you are submitting a bid for a contractor and the deadline is Friday at 12:00, a submission made at 12:01 will not be accepted. You need to be prepared to turn work in on time.
- 2) I have great respect for the majority of students who manage to do assignments correctly and turn them in on time. I think it is a terrible insult to those who are able to meet deadlines to accept late papers from those who (for whatever reason) cannot meet the deadline.

When you turn in your Rough Draft, I will read it and give you feedback on the status of the paper. The more that you give me on the Rough Draft, the better

I can evaluate the paper. You should run your Rough Draft through both a Spell Checking and a Grammar Checking program. That way, I will not have to focus on the technical aspects of your writing and can focus on the conceptual information presented. If my attention is diverted by a number of spelling and grammar errors, I will not be able to focus on the information presented and, thus, will not be able to give you as constructive of feedback as you would like. The feedback that I provide is meant to facilitate revision of the paper. The comments are not all-inclusive. Simply making the changes suggested does not guarantee an A. A sloppy revision of the paper, for example, could result in lowering the overall coherence of the paper (and, therefore, a lower grade). In order to improve the quality of the paper, you should make/incorporate the suggested changes and then read the paper and check it for coherence, style, and content.

Finally, I reserve the right to check student work using plagiarism detection software. **Students caught plagiarizing others' work, even one time, will receive a grade of F in the course and will be dealt with according to the policies set forth in the Undergraduate Student Handbook.**

Due Dates for the Paper.

Here is a brief synopsis of what you will need for each of the important dates for the paper. Please remember that I will not accept late papers. If you miss the date, you forfeit the points that you would have otherwise received.

- 1) **Rough Draft of the Paper Due.** I would like to see a draft of the paper that has the main ideas spelled out, if not the exact wording. However, remember, I will be giving you feedback on how to make the paper better, so the more you have done, the better my feedback can be, and the better you will do on the Final Draft. **THE ROUGH DRAFT MUST BE TYPED. UNTYPED ROUGH DRAFTS WILL NOT BE ACCEPTED AND YOU WILL NOT RECEIVE CREDIT FOR THEM.** This is due on **10/23/24** and I will turn it back to you with plenty of time to make revisions to the paper, if necessary. It will be worth up to 11 points.
- 2) **Final Draft.** This is the last, polished version, which will be graded for content and grammar. **THE FINAL DRAFT MUST BE TYPED. UNTYPED FINAL DRAFTS WILL NOT BE ACCEPTED AND YOU WILL NOT RECEIVE CREDIT FOR THEM.** This is due on **11/22/24**. It will be worth up to 39 points. It

will be graded 35 points for content and 14 points for grammar.

Attendance: The attendance policy will be discussed the first day of class.

Class Format: Depending on the time available, we will cover up to five different modules in the class. I want you students to take ownership of the class and guide class discussions. To that end, I do not plan on lecturing during the class. You will be expected to do the readings and come to class with questions. I will also, at various times, plan demonstrations for the class. You are expected to participate in the demonstrations.

Because this class involves discussion, there will be differences of opinions. It is expected that students will be respectful of others' opinions and keep an open mind when engaging in discussion. While not forbidden, it is highly discouraged to use electronics in class. Research has shown that students who use computers in class—even to take notes—do worse than those who take notes by hand. Further, the students around the students using computers do worse. So, do yourself and your classmates a favor and become engaged in the class, not your computer.

Finally, and this should go without saying, show up for class. I do take note of who is present and who is absent. If you are absent, you do not earn in class points—even for excused absences.

APPROXIMATE CLASS SCHEDULE AND ASSIGNMENTS

Additional readings may be required and will be announced in class.

	Important Dates:
8/19/24	Intro to the Class; Syllabus; Getting to Know Me; Getting to Know You
9/2/24	Labor Day
10/7-10/8	Fall Break
10/23/24	Rough Drafts Due
11/22/24	Final Drafts Due
11/27-11/29	Thanksgiving
Thursday, December 5, 2024, 8:00 am to 10:00 am, Final Exam Time	

Module 1: Introduction to the clinical practice of psychology

Topics:

- What do clinical, counseling, and school psychologists do and how are they distinguished from other mental health professionals?

- How did the applied fields of clinical, counseling, and school psychology begin and develop?
- Becoming a helping professional (or, how to get into graduate school and survive).
- Why understanding cultural diversity is important.

Readings:

- Course Pack Module 1

Tasks:

- Use the internet to find out information about APA and on clinical, counseling and school psychology.
- Create a Curriculum Vita and a Personal Statement.
- Read assigned readings and participate in class discussion.

Module 2: Ethics in the mental health profession and APA Style

Topics:

- What are the APA ethical principles and how to they guide the practice of clinical, counseling, and school psychology?
- What are current ethical issues in clinical, counseling, and school psychology?
- What are ways to resolve ethical dilemmas?
- Writing in APA Style.
- Citing and referencing in APA Style.
- How to not write like a bozo so people do not believe your ideas are bozo ideas.

Readings:

- Course Pack Module 2, APA Code of Ethics

Tasks:

- Given a scenario describing an ethical dilemma, describe (write) a course of action based on APA ethical principles.
- Read assigned readings and participate in class discussion.

Module 3: Therapy and intervention approaches

Topics:

- What is psychological intervention or treatment? Is therapy effective?
- How do we define abnormal behavior? How are mental disorders diagnosed?
- What is case conceptualization?
- How is working with children different than working with adults?
- How/why does counseling work?
- What is family therapy?
- How is group therapy conducted?

Readings:

- Course Pack Module Three

Tasks:

- Participate in mock therapy
- Read assigned readings and participate in class discussion.

Module 4: Assessment

Topics:

- What is assessment? How is the process completed?
- What is a clinical interview and how is it completed? What skills are necessary for a successful clinical interview?
- What makes a measure a good measure of intelligence?

- What is the difference between objective and projective measures of personality? Which is more useful?

Readings:

- Course Pack Module Four

Tasks:

- Participate in a mock assessment.
- Read assigned readings and participate in class discussion.