SIUE

COUGARS

About the Instructor

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About the Teaching Assistants

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Welcome
Welcome to Clinical Psychology! I am looking forward to guiding you through this course, whether you are interested in clinical psychology as a grad school path, a career, or simply as an advanced undergraduate psychology course. My hope is to help you learn as much as possible about clinical psychology and, ideally, inspire you to learn more beyond this course.

Bio
I am a clinical psychologist and have been a professor in the SIUE Department of Psychology since 1997. In addition to this course, I teach Foundations of Psychology (PSYC 111) and several graduate courses in our Clinical Psychology graduate program, among others. I have published numerous articles in journals related to clinical

psychology, most of which focus on ethical and professional issues in psychotherapy. I have also published two textbooks, including the one we use for this course. In addition to my academic position, I also maintain a small, part-time private practice in which I see a wide range of therapy clients.

I earned a BA in Psychology from Washington University in St. Louis, and an MA and PhD in Clinical Psychology from Saint Louis University. I completed my predoctoral internship at Indiana University School of Medicine.

My wife and I live in St. Louis (University City, to be specific), and we have two sons who are now young adults.

Communicating with the instructor
The best way to contact me is through email: apomera@siue.edu. I typically reply within 24 hours.

About the Course

Course description
From the SIUE Course Catalog: this course "introduces concepts in clinical psychology such as psychotherapy, assessment, current controversies, and ethical and cultural issues." This course is worth 3 credit hours.

Prerequisite knowledge and credit hours
PSYC 111 (Foundations of Psychology)

Course goals and objectives
This course teaches knowledge and skills appropriate for students considering employment in fields related to clinical psychology and those considering further education or training in these fields. Students who successfully complete the course should have the ability to:
- Understand the evolution and current state of the field of clinical psychology.
- Understand the essential concepts of psychological assessment (interviewing, intellectual testing, personality testing).
- Understand the essential concepts of psychological intervention (psychotherapy according to various theoretical orientations and models including behavioral, cognitive, humanistic, and psychodynamic).

Course textbooks
Pomerantz, A. M. (2024). *Clinical psychology: Science, practice, and culture*. (6th ed.). Thousand Oaks, CA: Sage.

The textbook is available digitally via RedShelf on Blackboard.

Teaching Assistants
This semester, we will have three teaching assistants who will assist with behind-the-scenes aspects of the course, and perhaps with other activities as well: Carla Castro Cazares, Alyssa Gerstenecker, and Jordan Strong. Carla, Alyssa, and Jordan are undergrad Psych majors who took this course in a recent semester and excelled in it. Carla, Alyssa, Jordan and I will all be involved in grading your writing assignments. To ensure objectivity in grading, none of the teaching assistants will grade any assignment submitted by a student who they know personally. I have discussed with them in detail my approach and technique regarding grading to ensure that there will be consistency between graders, such that it won't matter to you which of us grades any particular assignment you submit. Also, each of us will grade different students' assignments throughout the semester (each assignment will be randomly assigned via Blackboard), such that by the end of the semester, each of you will have had assignments graded by each of us at a ratio equal to that of all other students. Of course, if you ever have concerns about grading, feel free to talk with me about it.

Course requirements

Course activities/assessments

We will cover the first 15 chapters in the textbook. **We will move at a fast pace—specifically, one chapter per week. At the end of each week (Sunday at 11:59pm), you will have a deadline for a pair of assessments for a chapter—specifically, for each chapter, you will take an online multiple-choice quiz (typically 10 questions; and complete an online Brief Writing Assignment (typically 1-2 pages, double-spaced).**

None of the assignments requires additional resources besides the assigned course materials. In fact, you may use ONLY the assigned course materials to complete the assignments. You are not allowed to complete assignments by searching for information on Google or other online search engines, or by using artificial intelligence (AI) resources such as ChatGPT. Using those non-assigned sources can result in receiving a zero on the assignment or other serious consequences.

For each chapter, you will find on Blackboard a full set of PowerPoint slides. Keep in mind in mind that the PowerPoint slides offer only an overview (with few details). The class meetings (lecture, discussion, etc.) and the textbook are the most comprehensive resources you have for success in this course.

Here are a few helpful hints about those Brief Writing Assignments you'll complete for each chapter:

- The questions have been created with two goals in mind: to get you to learn the material *and* to get you to apply that material to your own life. You'll notice that lots of the questions ask you to show you know something, and then offer your thoughts, opinions, or reactions to it.
- As stated above, don't use or cite sources beyond the assigned material in this course—in fact, doing so is not allowed. The course materials—the textbook, the PowerPoints, the class sessions—provide you with everything you need to complete these Brief Writing Assignments. If you use Google, ChatGPT, or another online source for your responses, you will probably get unreliable or inaccurate information (and the TAs and I will be able to tell that you have done so, which could lead to serious consequences.)
- The TAs and I will monitor closely for plagiarism and the use of non-assigned materials. We are aware that some students may try the shortcut of googling keywords in the question (or googling the entire question) and then copying and pasting what they find on sites generated by that search. Of course, that approach is completely unacceptable and is a violation of the university's plagiarism policies. It also denies you the opportunity to truly learn the material, and it creates the possibility of learning inaccurate information from random Internet sources rather than the curated information in the textbook and other course materials. For that reason, the TAs and I "pre-google" the questions before we grade your assignments and keep the results of that Google search in mind when we read the assignments you submit. That process makes it much easier for us to catch students who plagiarize in that way. Of course, plagiarizing directly from the textbook is also disallowed.
- The TAs and I will also monitor closely for use of ChatGPT or similar AI software, which is not allowed. We will use any and all technology to detect students' use of it, and we will also "pre-ChatGPT" the questions ourselves, with multiple repetitions, to familiarize ourselves with the types of responses that ChatGPT generates. See the university policy statement (later in this syllabus) regarding the serious consequences of the disallowed use of ChatGPT or similar AI software.
- Here's the rubric we will use for each 10-point response in the Brief Writing Assignments, as well as for each discussion question post. (Notice the emphasis on quality and coverage.)

Criteria	+0-1 point	+2 points	+3 points	+4 points
Length: Does the response meet the minimum word count? **Range:** 0-2 points	Falls below the minimum word count.	Meets or exceeds the minimum word count.		
Coverage: To what extent does the response address all components of the question? **Range:** 0-3 points	Does not address all components of the question and does not sufficiently expand upon included ideas.	Addresses all the components of the question but does not sufficiently expand upon included ideas.	Adequately and thoroughly addresses all components of the question.	
Quality: To what extent does the response show that the students has learned the assigned material and analyzed or scrutinized by the question? **Range:** 0-4 points	Fails to indicate understanding of the assigned material and lacks appropriate thought about it.	Indicates limited understanding of the assigned material and only minimal appropriate thought about it.	Indicates a solid understanding of the assigned material, with appropriate thought about it.	Indicates mastery of the assigned material and original or creative thought about it.
Grammar and Writing Style/Mechanics: To what extent is the writing style comprehensible and appropriate? **Range:** 0-1 point	Answer is written comprehensibly and is free of grammatical errors, punctuation errors, overly casual language, and inappropriate language.			

- Below (in italics) are special instructions regarding the Brief Writing Assignments that appear on each Brief Writing Assignment to be downloaded from Blackboard:

Special Instructions: Target Questions and Decoy Questions
The Brief Writing Assignments in this course are intended to ensure that students learn the assigned material, and are structured to discourage the use of disallowed sources (including Chat GPT, Google searches, or other non-assigned material). The overarching goal is to maximize student learning.

To achieve that goal, there are more than 2 questions listed below. Only two of the questions focus on important topics we covered in this chapter ("target" questions), and the rest of the questions are not covered in the chapter ("decoy" questions). You must identify the 2 target questions, and then answer only those 2 target questions. Your answers should rely only on class-assigned materials (textbook, PowerPoints, lecture/discussion) and not on other sources at all (no Chat GPT, no Google searches, etc.). You should not answer the decoy questions at all—instead you should leave them completely blank.

If you know the chapter—if you have done the reading, paid attention in class, etc.—it will be very easy to identify which questions are the target questions, and it will also be very easy to answer those questions by using class materials. If you don't know the chapter—if you haven't done the reading, paid attention in class, etc.—it will be very difficult to identify which questions are the target questions. Also, if you consider using Chat GPT or similar software to generate your answers, the initial challenge of identifying which questions are target questions and which questions are decoy questions should be a major deterrent. In other words, it will be easier and faster for you to simply learn the class material and answer the target questions yourself (that's

the goal here—to make sure students truly learn about clinical psychology from well-curated sources) than to use Chat GPT or similar sources.
Here are the consequences for problematic answers to the Brief Writing Assignment:
- *If a student answers a decoy question, they will receive a zero on the entire assignment.*
- *If a student fails to answer a target question, they will receive a zero on the entire assignment.*
- *If a student answers more than two questions on an assignment, they will receive a zero on the entire assignment.*
- *If a student answers only the target questions, but any of those answers reveal the use of Chat GPT, Google searches, or other disallowed methods, they will receive a zero on the entire assignment.*

Submitting work

All work will be submitted via Blackboard. If you ever encounter problems with Blackboard, as a backup to show that you completed work before a deadline, please email the work directly to me if possible (apomera@siue.edu).

If an online quiz is completed late or a Brief Writing Assignment is submitted late, 5 points (out of 20) will be deducted for each day the quiz or assignment is late. Your quizzes and assignments are all due on Sundays at 11:59 p.m., so this policy means that if you submit a quiz or assignment on Monday (12 a.m.-11:59 p.m.), you'll lose 5 points; if you submit it on Tuesday, you'll lose 10 points; and if you submit it on Wednesday, you'll lose 15 points. If you submit an assignment after Wednesday, you'll lose all 20 points.

Online discussions

Other than a single "Introduce Yourself" Discussion Forum Post requirement at the beginning, this course will offer, but not require, your participation in a Discussion Forum on Blackboard. This Discussion Forum is an excellent place to ask questions about the material you are learning—essentially, it's the online equivalent of raising your hand in class. There's a good chance that questions that occur to you will also occur to other students, so asking your questions in the Discussion Forum can benefit many people. You can typically expect me or the TA to reply to a Discussion Forum post quickly, and of course other students may reply as well.

As we move through the semester, I may introduce some new online discussion options. You'll receive notification if that happens.

Course Schedule:

Content	Assignments	Due Date
• **Chapter 1—Clinical Psychology: Definition and Training** • Read and respond to the Introduce Yourself Discussion Forum post assignment.	• Introduce Yourself Discussion Forum Post • Chapter 1 Quiz • Chapter 1 Brief Writing Assignment	**Sunday January 19 at 11:59pm**
• **Chapter 2—Evolution of Clinical Psychology**	• Chapter 2 Quiz • Chapter 2 Brief Writing Assignment	**Sunday January 26 at 11:59pm**
• **Chapter 3—Current Controversies and Directions in Clinical Psychology**	• Chapter 3 Quiz • Chapter 3 Brief Writing Assignment	**Sunday February 2 at 11:59pm**
• **Chapter 4—Diversity and Cultural Issues in Clinical Psychology**	• Chapter 4 Quiz • Chapter 4 Brief Writing Assignment	**Sunday February 9 at 11:59pm**
• **Chapter 5—Ethical and Professional Issues in Clinical Psychology**	• Chapter 5 Quiz • Chapter 5 Brief Writing Assignment	**Sunday February 16 at 11:59pm**
• **Chapter 6—Conducting Research in Clinical Psychology**	• Chapter 6 Quiz • Chapter 6 Brief Writing Assignment	**Sunday February 23 at 11:59pm**
• **Chapter 7—Diagnosis and Classification Issues: DSM-5 and More**	• Chapter 7 Quiz • Chapter 7 Brief Writing Assignment	**Sunday March 2 at 11:59pm**
• **Chapter 8—The Clinical Interview**	• Chapter 8 Quiz • Chapter 8 Brief Writing Assignment	**Sunday March 9 at 11:59pm**
Spring Break—Week of March 10	*None*	*None*
• **Chapter 9—Intellectual and Neuropsychological Assessment**	• Chapter 9 Quiz • Chapter 9 Brief Writing Assignment	**Sunday March 23 at 11:59pm**

Content	Assignments	Due Date
• **Chapter 10—Personality Assessment and Behavioral Assessment**	• Chapter 10 Quiz • Chapter 10 Brief Writing Assignment	**Sunday March 30 at 11:59pm**
• **Chapter 11—General Issues in Psychotherapy**	• Chapter 11 Quiz • Chapter 11 Brief Writing Assignment	**Sunday April 6 at 11:59pm**
• **Chapter 12— Psychodynamic Psychotherapy**	• Chapter 12 Quiz • Chapter 12 Brief Writing Assignment	**Sunday April 13 at 11:59pm**
• **Chapter 13—Humanistic Psychotherapy**	• Chapter 13 Quiz • Chapter 13 Brief Writing Assignment	**Sunday April 20 at 11:59pm**
• **Chapter 14—Behavior Therapy**	• Chapter 14 Quiz • Chapter 14 Brief Writing Assignment	**Sunday April 27 at 11:59pm**
• **Chapter 15—Cognitive Psychotherapy and Mindfulness-Based Therapies**	• Chapter 15 Quiz • Chapter 15 Brief Writing Assignment	**Sunday May 4 at 11:59pm**

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Course and University policies

Grading
Students' grades will be determined by 15 multiple-choice quizzes (each worth 20 points), 15 Brief Writing Assignments (each worth 20 points), and one "Introduce Yourself" discussion board post at the beginning of the semester (worth 20 points). The total number of possible points is 620.

Grading scale
Course grades will be assigned according to the following criteria: 90-100% of total possible points = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F.

Feedback and grading timeline
My goal is to return your graded Brief Writing Assignments promptly, typically within a few days (sometimes shorter, occasionally longer). You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. To see specific feedback on your written assignments, click on the assignments themselves and look for comments that have been made in the margin of the assignment.

Academic integrity/plagiarism
Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code.

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

University Policies and Information
University policies and guidance that address teaching, learning, and student support services are available at: https://kb.siue.edu/132378 Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care

- Student Success Coaches

Technology Privacy Information

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

Technology requirements

Technical requirements for students can be found in this [ITS KnowledgeBase article](#).