Attention!

This is a representative syllabus.

The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
Clinical Psychological Science

Psychology 4532
Spring 2022
Overview of the course
In this course we will focus on how to think critically about the major issues in clinical psychology. This course is **NOT** designed to teach students details about how to treat specific mental disorders or what assessment instruments/methods to use when conducting a psychological assessment. Rather, it is a course focused on how to think critically about issues in clinical psychology, including scientific foundations of and evidence-bases for various approaches to conceptualizing, assessing, and treating mental disorders. Many of these issues involve long-standing controversies that remain thorny problems for clinical psychology to this day. Other issues involve recent developments in the field. These topics will be dealt with through interactive readings, videos, lectures, class discussions and various activities. Many of the topics and controversies that we'll consider involve the influence of an **uncritical perspective**, **flawed reasoning**, and/or **flawed evidence**. In short, this course is about why it is important to take a scientific approach to clinical psychology and about learning the mindset, skills, and knowledge needed to do so. My goal is to hone your ability to critically evaluate the quality of the claims made by scientists, professionals, the media, and self-appointed "experts" on issues relevant to clinical psychology and other mental health professions (e.g., social work, counseling psychology, clinical counseling, and psychiatry). Together, we will critically evaluate the quality of the evidence and reasoning behind these claims. Although we will apply this approach to clinical psychology and related disciplines in this class, the skills and perspective emphasized in this course are applicable far beyond such fields. I hope you will find them useful in your study of psychology and in your life in general.
Course Goals

**Course Goal A**
Use **scientific reasoning** to understand the major issues facing clinical psychology today (APA 2.1)

- LO 1 – describe common mistakes in reasoning that impair accurate conclusions and predictions related to the conceptualization, assessment and treatment of psychopathology
- LO 2 – Differentiate between conceptualization, assessment, and treatment approaches based on the extent to which they rely on scientific reasoning
- LO 3 – Examine the ethical issues related to clinical practices that are unsupported by empirical evidence (APA 3.1)

**Course Goal B**
Students will develop **psychological information literacy** (APA 2.1)

- LO 4 – Locate credible sources and/or research relevant to the conceptualization, assessment, and treatment of psychopathology
- LO 5 – Read and accurately summarize complex ideas about the conceptualization, assessment and treatment of psychopathology from sources reflecting a scientific approach
- LO 6 – Describe the characteristics and relative value of different information sources (e.g., peer-reviewed, empirical articles vs. online media)

**Course Goal C**
Develop increased competence in **transferable skills**

- LO 7 – Use critical thinking skills and principles to evaluate various kinds of information regarding the subject matter of clinical psychology
- LO 8 – Use effective communication and interaction skills with people of diverse skills, backgrounds, and cultural perspectives (APA 4.1)
Contexts for Evaluation (Grading)

1. Elaborative and Interactive Reading in Perusall (34-points / 50% of final grade)
   a. Starting in Week 2, each week you will need to complete the assigned reading(s) and post comments and questions in Perusall by class time (i.e., 12:45 PM) on Thursday.
   b. Your grade will depend on the number and quality of your elaborative notes, comments, questions, and answers in Perusall regarding each reading for the course.
   c. With rare exceptions (which will always be noted), specific expectations will be the same for all *required* readings in Perusall. Please see the separate guide to Perusall for details.
   d. Points: Each reading is worth a maximum of 2-points. Occasionally there will be two readings in a week. In such cases, each reading is worth 2-points for a total of 4-points.
      i. There are 17 required readings in Perusall for a total of 34-points.

2. Reading Comprehension and Elaboration (RCE) and Self-Reflection (SR) Journal Entries (17-points / 25% of final grade)
   a. Starting in Week 2, at the end of each week you will be required to submit an RCE journal entry by 11:59 PM Sunday.
      i. For example, on the Sunday *after* Week 2 you will submit a journal entry concerning the reading(s) and class lecture from Week 2.
   b. Over the course of the semester, you will also be required to submit 4 self-reflection (SR) journal entries. They too are due by 11:59 PM Sundays.
      i. Specifically, these fall at the end of:
         1. Week 1 (1/16)
         2. Week 5 (2/13)
         3. Week 10 (3/20)
         4. Week 14 (4/17)
   c. Please see the separate guide to what is expected in these journal entries.
   d. Points: Each RCE or SR Journal entry is worth a maximum of 1-point.
      i. RCE Journal total points = 13.
      ii. SR Journal total points = 4.
   a. Requirements:
      i. Two stages:
         1. Topic selection proposal (Due Sunday, March 6th by 11:59 PM – 2-points)
            a. You will submit a brief (e.g., 1-2 pages, double-spaced, not including references) proposal regarding the topic you have selected for your critical review.
            b. As discussed in the Critical Thinking Paper Guide, the topic of your paper can be a mental health-related app, device, treatment method, assessment instrument/method, or continuing education course.
            c. Your proposal should:
               i. Clearly describe what you propose to critically evaluate in your paper.
               ii. Specifically, you should summarize the claims made regarding your chosen topic:
                  1. What are its claimed benefits?
         2. Final paper (Due Sunday, April 17th by 11:59 PM – 15-points):
            a. You will submit a final paper (5-7 pages, double spaced, not including references).
            b. Specific requirements are discussed in the Critical Thinking Paper Guide

4. Extra Credit Points (at least 10 points available)
   a. In a subset of weeks, you will have opportunities to earn extra credit points. These points can be used to offset missed points on required assignments or they can be used in place of completing assignments. For example, you may have a heavy week during the semester and decide to skip a Perusall assignment or a journal entry (or both). You can offset that with extra credit points.
      i. These points can be applied to:
         1. Perusall readings: However, no more than 6-points can be applied to the Perusall portion of your grade.
         2. RCE & SR Journal entries: However, no more than 4 points can be applied to the total points available for the RCE and SR Journal entries.
      ii. These points CANNOT be applied to either the Critical Thinking Paper or its associated Topic Proposal.
   b. To receive full credit, each extra credit opportunity must be completed by its initial deadline.
      i. However, you can earn 50% credit for these assignments at any point in the semester after that initial deadline.
Logistics of the Course

Mode of delivery:

- All class meetings will be 100% in-person (barring unexpected changes due to the pandemic).
- Provisions for COVID-19: I will make a Zoom recording of each class and post it on Carmen. If you feel ill, test positive for the coronavirus, or have been exposed to someone with the virus please do NOT attend class. Watch the class video instead and let me know if you have any questions.
- All readings will be completed within Perusall and will require you to actively engage with the material by making comments and asking/answering questions as you read.

Pace of course activities: The course is divided into weekly modules that are opened on Fridays in the previous week.

- It is essential that you keep up with the assigned reading. Indeed, you must do so to pass the course.
- Typically, you will read one article or chapter per week. That may suggest that the reading load in this course is light. However, all readings are either original journal articles or chapters from a book often used by 1st-year doctoral students in clinical psychology. Most students will find the readings challenging and it will take time to learn how to engage with such material efficiently and effectively.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio Board of Regents policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and in-class activities) in addition to 6 hours of out-of-class work (e.g., reading and commenting in Perusall and writing journal entries) to receive a grade of (C) average.

Attendance: You are not required to attend class, but I strongly encourage you to do so.
Materials & Technology Requirements

Textbook and Readings (all accessed through Perusall)

  - IMPORTANT NOTE: Because you will be engaging in online discussions in Perusall, you will need to purchase an electronic version of this book through Perusall. The first time you access the book through Perusall, you will be given three options for purchasing the book, as shown below. I recommend the third ($26.48) option. If you want the book to keep, I recommend buying a used hard copy.
    o $52.95 USD | Perpetual online access
    o $31.77 USD | 365-day online access
    o $26.48 USD | 180-day online access

- All other readings will also be accessed through Perusall – they are listed in the syllabus and in the Weekly Modules on Carmen

  - Note: The readings all come from journals published by the Association for Psychological Science (APS) for two reasons:
    o APS’s journals are among the best in the field.
    o APS permits all articles it publishes to be used for educational purposes free of charge.

Baseline technical skills

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide

Required equipment

- Computer OR mobile device (smartphone or tablet) capable of accessing the internet

Apps Used in the Course

- Perusall – accessed outside of Carmen/Canvas, via https://perusall.com
Carmen Access

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:


- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application to all of your registered devices – you can get one-time codes in the event that you lose cell, data, or Wi-Fi service.

Grading Practices, Late, & Make-up Policies

Grading Feedback:

- For most work you do in this course, you can generally expect feedback within 7 days

Grading Rubrics:

- All activities will have a rubric/checklist/guide regarding the requirements for that assignment – you should use these when you are working on your assignments to determine if you have met the criteria

- In all the contexts for evaluation in the course I am looking for evidence that you not only comprehend things but also that you are thinking deeply, critically, and elaboratively about the material in this course.

Late assignments:

- Late submissions will not be accepted except in cases of documented illness or emergency.
BE CAREFUL OF GROUP CHATS

Please be aware of Section 3335-23-14 of the Code of Student Conduct, which states: “(D) Students have an obligation to report suspected misconduct.”

- If you join a group chat with other students & there are posts to that group chat that indicate someone has committed misconduct, you are obligated to report it. If you do not do so, you are in violation of the Code of Student Conduct and can be reported yourself.

- The Committee on Academic Misconduct (COAM) takes cases like this very seriously.

- Please use your best judgment about whether to join large group chats and remember to leave the group when you no longer use it – it may be wise to avoid these altogether.

Expectations & Community Guidelines

YOU CAN EXPECT FROM ME

- Respect for you and your contributions to this course.
- Help mastering the material – I am available via email and hold office hours by appointment either in-person or via Zoom.
- Thoughtful consideration of your ideas & sincere effort to answer your questions or help you to find answers to them.
- Consistent access through email and appointments - I will make every attempt to reply to emails within 24 hours on weekdays when class is in session at the university – I often do not check emails on weekends but will try to reply within 24 hours of my return to work on Mondays.
- Fairness – I will not offer any one student an opportunity to earn points that I do not offer the entire class; I will not alter or award points to any student any points they did not directly earn – please do not ask me to violate this ethical code.
- Mindful Focus During Class Meetings – In class, I will always try to be fully focused on your learning and our discussion.
**I WILL EXPECT FROM YOU**

- **Preparation:** Come to each class session having completed the assigned reading(s) and be ready to have open, civil, and supportive discussions.
- **Openness** - to new ideas & ways of looking at the topics
- **Respect** - for the views & backgrounds of everyone in the class & use of appropriate speech and behavior (APA 3.2, 4.1).

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

- **That what is said in class stays in class:** The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved AND Dr. Vasey.

- **Mindful Focus During Class Meetings** – Please be fully focused on learning and the discussion when attending class.
- **Honesty** - DO NOT CHEAT IN MY CLASS! Please see the Academic Integrity Policy and individual assignments for details.
- **Tone & Civility** - Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - [https://studentconduct.osu.edu/](https://studentconduct.osu.edu/)

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**Academic Integrity Policy**

- **Written assignments:** All of your writing in this class should be your own original work. In your critical thinking paper, you should follow APA style to cite the ideas and words of your sources.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you’ve explored in previous courses, please discuss the situation with me.
• Collaboration and informal peer-interaction: The course includes many opportunities for collaborating with your classmates in fostering your mutual mastery of the course topics. Each student will be randomly assigned to one of three groups in Perusall. The students in your group will see and respond to your comments and questions and you will see and respond to theirs.

While study dyads and groups are encouraged, remember that turning in assignments that are identical is not permitted. If you're unsure about a particular situation and whether it is okay to work together, please ask ahead of time.

• Ohio State's Academic Integrity Policy: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that students will complete all academic and scholarly assignments with fairness and honesty.

• If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to COAM. Ignorance of the University’s Code of Student Conduct is never considered an excuse for academic misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (https://studentconduct.osu.edu/CodeofStudentConductVersions)

Health and Safety Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (https://safeandhealthy.osu.edu), which includes following university mask policies. Non-compliance will be warned first, and disciplinary actions will be taken for repeated offenses. (Updated: Aug. 14, 2020)
Important Resources

**TITLE IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [http://titleix.osu.edu/](http://titleix.osu.edu/) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

**STUDENT STRESS**

As a student you may experience a range of issues that can cause barriers to learning such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614--292--5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

**Student Life Disability Services (SLDS)**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614- 292- 3307; [http://slds.osu.edu/](http://slds.osu.edu/); 098 Baker Hall, 113 W. 12th Avenue.
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<th>Week</th>
<th>Class/Date</th>
<th>Topic</th>
<th>Readings/Videos</th>
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| 1 | Tuesday 1/11 | Overview of the Course and the Field of Clinical Psychology | **Reading:** None  
**Video:** Marsha Linehan on Evidence-Based Treatments | Create a Perusall account by visiting this link:  
- [https://perusall.com](https://perusall.com)  
- Use this code to enroll in this course: **VASEY-9EYM4**  
- Once you have enrolled in the course in Perusall, look at the top of the list of assignments and click on the link to the preface of the book *Scientific Foundations of Clinical Assessment*. You will be prompted to buy the book. **You don’t need to read the preface.** |
Extra Credit (2-points): Watch and comment on the Frontline Facilitated Communication Video in Perusall before 11:59 PM on 1/16. |
| 2 | Tuesday 1/18 | Approaching Clinical Psychology Like a Scientist I | **Reading:** Lilienfeld, S. O. (2007). Psychological treatments that cause harm. *Perspectives on Psychological Science, 2*, 53-70. | Complete the reading and enter comments in Perusall by 12:45 PM on Thursday, 1/20.  
Extra Credit (1-point): Watch and comment on the Goggle Therapy Video in Perusall before class (i.e., by 12:45 PM) on Thursday, 1/20. |
<p>| Thursday 1/20 | | | Submit RCE Journal entry by 11:59 PM on Sunday, 1/23. |</p>
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<td>Thursday 1/27</td>
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<td>Complete the reading and enter comments in Perusall by 12:45 PM on Thursday, 1/27.</td>
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<td>Thursday 2/3</td>
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<td>Complete the readings and enter comments in Perusall by 12:45 PM on Thursday, 2/3.</td>
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<td>Submit RCE Journal entry by 11:59 PM on Sunday, 2/6.</td>
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<td>Extra Credit (2-points): Watch and comment on the Frontline Multiple Personality Disorder Video in Perusall by 11:59 PM Sunday, 2/6.</td>
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<td>Tuesday 2/8</td>
<td>Defining and Measuring Mental Disorder Constructs I</td>
<td><strong>Reading:</strong> Haynes et al. (2019) Ch. 1 – Introduction to the Scientific Foundations of Clinical Assessment</td>
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<td>Thursday 2/10</td>
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<td>Complete the reading and enter comments in Perusall by 12:45 PM on Thursday, 2/10.</td>
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<td>Submit RCE Journal entry by 11:59 PM on Sunday, 2/13.</td>
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<td>Complete the reading and enter comments in Perusall by 12:45 PM on Thursday, 2/17.</td>
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<td>Tuesday 3/1</td>
<td>Psychological Assessment I: Reliability</td>
<td>Reading: Haynes et al. (2019) Ch. 2 – Reliability of Clinical Assessment Measures</td>
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<td>Tuesday 3/8</td>
<td>Psychological Assessment II: Validity</td>
<td>Reading: Haynes et al. (2019) Ch. 3 – Validity of Clinical Assessment Measures</td>
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<td>Tuesday 3/15</td>
<td>NO CLASS – SPRING BREAK</td>
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<td>Intervention II: Process-Based Therapy</td>
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