

**Faculty of Health
Department of Psychology
PSYC 2140 3.0 Section M: CLINICAL PSYCHOLOGY FOR THE 21st CENTURY
Thursdays 2:30-5:30 PM
Winter 2024**

This course is held in person. Lectures are not recorded but slides will be made available on eClass.

Instructor and T.A. Information

Instructor: Madison Aitken, Ph.D., C.Psych.

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When emailing the teaching team, please include PSYC2140 in the subject line and your full name in the email. Emails will typically be responded to within 2 business days and within standard work hours.

Course Prerequisite(s): HH/PSYC 1010 6.00

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [eClass](#)

All course materials will be available through eClass. This includes important details about the course format and schedule, quizzes, question/discussion boards, required readings, and assignment instructions and their evaluation criteria and submission links. Important communications from instructor to students will be sent through eClass's Course Announcements. It is essential that you check eClass regularly in order to be successful in this course.

Course Description

Clinical Psychology for the 21st Century introduces students to the theories and practices of clinical psychology from evidence-based, critical, developmental contextual and social determinants of health perspectives. Students will learn about:

- 1) different types and modalities of applied psychology practice;
- 2) individual, group and population-based interventions with adults, couples, children, adolescents and the elderly;
- 3) mental health assessment practices;
- 4) risk factors for psychological distress and prevention;
- 5) research methods in clinical psychology;
- 6) the broader legal, ethical and regulatory context of mental health professions and professional practice.

Broader systemic, cultural and structural considerations with respect to assessment and treatment of psychological distress and illness will be integrated throughout. Critical consideration will be given to clinical psychology's relationship to marginalized populations.

The course will also introduce students to a range of mental health professions and encourage them to consider concrete steps toward gaining experiences relevant to a mental health profession of interest, including course selection, extra-curricular, and volunteer activities.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Describe common clinical psychology interventions for different populations (e.g., children, adults, couples, and families).
2. Identify how clinical psychology can intervene at different levels (e.g., individual, community, institutions/policy).
3. Appreciate the intersection between broader systemic, cultural and structural considerations and clinical psychological services.
4. Express psychological knowledge of clinical psychology in oral and written form.
5. Understand different pathways to mental health work.

Specific Learning Objectives

1. Articulate the individual, interpersonal, and societal predictors of mental health in the Canadian context.
2. Describe common practices in psychological assessment.
3. Explain the role of the clinical psychologist in providing mental health treatment for individuals and groups; and in designing large scale programs to foster mental health.
4. Identify pathways to mental health work, and articulate the differences between professions in this field (e.g., registered psychotherapist, social worker, clinical psychologist, behaviour analyst, addictions counsellor).
5. Recognize and critically analyze the impact of identity and social location upon both mental health workers and clients.
6. Develop an individualized, realistic plan to access relevant experiences (volunteer, paid, personal, educational) leading to a career in a mental health field of interest

7. Describe how clinical psychology research is conducted and elaborate on the discipline's evidentiary basis.

Required Readings

All readings will be made available on eClass through links and/or downloadable files. There is no textbook for this course. You are responsible for checking the [Course Schedule](#) and/or eClass and staying up to date with the readings each week.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Syllabus Quiz	January 18	1%
Weekly Quizzes	End of day on the day assigned	10%
Midterm Assignment	February 15	29%
Final Assignment	March 28	30%
Final Exam	TBD – during final exam period	30%
Total		100%

Description of Assignments

Syllabus Quiz (1% of course grade)

This is a short assessment designed to ensure we are all on the same page about course policies. It will also give you a chance to familiarize yourself with completing quizzes in eClass and to sort out any technical issues that may arise. The quiz will be available beginning on the first day of class and is due by the end of day on the second class (January 18 11:59 PM; no further extensions beyond this date). You must answer all questions correctly to receive credit, and you can attempt the quiz as many times as needed.

Weekly Quizzes (10% of course grade)

There will be a short quiz most weeks to be completed online through eClass. Your best 8 quizzes will be used to calculate your final grade. The weekly quiz will be available at the end of class (Thursday) and is to be completed the same day; however, it will remain open for submissions each week until end-of-day on Sunday (11:59 PM). There will be no further extensions for quiz submissions.

Midterm Assignment (29% of course grade)

In this 500-word paper, please identify your preferred mental health career and articulate necessary educational and extracurricular requirements and experiences you will need to accrue to work towards joining this profession. If your chosen career is not in the mental health field, please also articulate how coursework related to mental health will help prepare you for your chosen career. Detailed instructions and a grading rubric will be posted on eClass.

Final Assignment (30% of course grade)

Describe a clinical psychology intervention at the individual or community level in Ontario and discuss how this intervention addresses or does not address the needs of a particular marginalized population. Detailed instructions and a grading rubric will be posted on eClass.

Your assignment can be in one of the following formats:

1. A 500-word paper
2. A 3-minute recorded video
3. A series of infographics

Final Exam (30% of course grade)

The final exam will consist of multiple choice and short answer questions and will be held during the final exam period. Questions will be distributed approximately equally over the course topics.

Assignment Submission

All assignments will be submitted through eClass. The submission deadline is 11:59PM on the due date specified in the [Course Schedule](#). Please see the section on [Late Assignments](#) for more details.

Class Format and Attendance Policy

This class is offered in person. Attendance is not taken; however, material will be discussed in class that may not be in the readings or slides and that will appear on the final exam. In addition, classes will include activities and discussion, as well as opportunities for support from the course instructor; therefore, regular attendance is strongly encouraged to facilitate your learning. Of course, unexpected illness or other situations may come up from time to time; should that be the case, please connect with a classmate to find out about content you may have missed.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.).

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2023-24](#)

Late Weekly Quizzes

The submission process for weekly quizzes is based on universal design principles. Students who need flexibility with deadlines can self-accommodate without making any special arrangements. Weekly quizzes are due the same day by 11:59 PM; however, they can be

submitted up until Sunday at 11:59 PM. Students can also completely miss up to 2 weekly quizzes (but not the Syllabus Quiz) without penalty because only your best 8 weekly quiz marks count toward your final grade. As a result, there will be no additional extensions granted for quiz submissions.

Late Assignments

The submission process for assignments is also based on universal design principles. Students who need flexibility with deadlines can self-accommodate without making any special arrangements. Students are granted an automatic 1-week extension on all assignments. You do not need to request this extension, and you can use the 1-week extension on either/both assignments, as you choose. Submissions after the due date are late; however, they will be accepted at no penalty up until the extension end date (i.e., 1 week after the original due date). No submission of any kind, for any reason, will be accepted any amount of time after the extension end date. Any assignment submitted after the 1 week extension will receive a zero.

Missed Exams

Missed exams are different than late or missed assignments and quizzes. For any missed exam, students MUST complete the following online form, which will be received and reviewed in the Psychology undergraduate office. At this time, an Attending Physician's Statement (APS) is not required; however, a reason for missing an evaluated component in the course must be provided. [HH PSYC: Missed Midterm/Exam/Assignment Request](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed exam (i.e., you have up to 48 hours after the exam begins to submit this form). Any accommodations made will be at the discretion of the instructor.

Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	September 20	September 20	January 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12- April 8

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system. After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

Turnitin software will be used to detect plagiarism on all written assignments.

Electronic Device Policy

Electronic devices are permitted in class for use that supports your learning.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Artificial Intelligence (AI)

According to York's Senate Policy on Academic Honesty, using AI apps such as such as ChatGPT, GPT-3, DALL-E, among others to complete academic work without your instructor's knowledge or permission, is considered to be a breach of academic honesty. More specifically, using text-generating tools (such as ChatGPT) would be considered to be cheating (Senate Policy, section 2.1.1) and using image generating tools (such as DALL-E) would be considered to be plagiarism (Senate Policy, section 2.1.3).

Submitting AI-generated text as part or all of an assignment is not permitted in this course and will be considered a breach of academic honesty.

Additionally, you are encouraged to keep all of your research notes and draft versions of your work. You may be asked to present these if it is suspected that an AI application was used to

help complete your work. These drafts can be used to show how this work developed, and to provide evidence that the work is your own.

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. <https://accessibility.students.yorku.ca>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses.

Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Intellectual Property and Copyright Information

The course materials are designed for use as part of the PSYC 2140 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) or otherwise publishing, selling, or distributing it may lead to a charge of misconduct under York’s [Code of Student Rights and Responsibilities](#) and the Senate Policy on [Academic](#)

Honesty and/or legal consequences for violation of copyright law if copyright law has been violated.

Course Schedule

Date	Topic	Reading/Assignment
Week 1 January 11, 2024	What is 'mental health' and what is clinical psychology's role in it?	1. World Health Organization (2022). <i>Mental health</i> . Available from: https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response Syllabus Quiz due
Week 2 January 18, 2024	Research methods in clinical psychology	1. Kendall, P. C., & Comer, J. S. (2014). Research methods in clinical psychology. In D. H. Barlow (ed.), <i>The Oxford Handbook of Clinical Psychology</i> , Oxford Library of Psychology (2014; online edn, Oxford Academic, 3 Nov. 2014). http://ezproxy.library.yorku.ca/login?url=https://academic.oup.com/edited-volume/28347/chapter/215153287 Weekly Quiz due
Week 3 January 25, 2024	Classification and assessment of psychological distress and impairment	1. Sommers-Flanagan, J., Johnson, V. I., & M. Rides At The Door (2023). Clinical Interviewing. In M. Sellbom & J. A. Suhr (Eds.), <i>The Cambridge Handbook of Clinical Assessment and Diagnosis</i> (pp. 113-122). http://ezproxy.library.yorku.ca/login?url=https://www.cambridge.org/core/books/cambridge-handbook-of-clinical-assessment-and-diagnosis/clinical-interviewing/287B5105E23E76F04D559C0ADB2DFFD9?utm_campaign=s_hareaholic&utm_medium=copy_link&utm_source=bookmark Weekly Quiz due
Week 4 February 1, 2024	Pathways to mental health work – What could be yours?	1. Government of Ontario. (2018). <i>Careers</i> . Community Mental Health Careers. https://www.workinginmentalhealth.ca/forms/career.aspx 2. Jolivet, L. (2022). <i>How to choose a therapist that's right for you</i> . Lumino Health. https://luminohealth.sunlife.ca/s/article/What-is-the-difference-between-a-psychologist-and-a-psychiatrist-Find-the-right-therapist-for-you?language=en_US Weekly Quiz due
Week 5 February 8, 2024	Clinical psychology's role and relationship to Black, Indigenous and people of colour populations	1. American Psychological Association (2021). Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S. https://www.apa.org/about/policy/resolution-racism-apology.pdf 2. Canadian Psychological Association & The Psychology Foundation of Canada (2018). Psychology's Response to the Truth and Reconciliation Commission of Canada's Report (Please read all sections under the heading "Statement of Accountability.") https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf Weekly Quiz due

Week 6 February 15, 2024	Clinical psychology's relationship to sexual orientation and gender identity	1. Herek, G. M. (2010). Sexual orientation differences as deficits: Science and stigma in the history of American psychology. <i>Perspectives on Psychological Science</i> , 5(6), 693-699. doi: 10.1177/1745691610388770 http://ezproxy.library.yorku.ca/login?url=https://journals.sagepub.com/doi/epub/10.1177/1745691610388770 Weekly Quiz due Midterm Assignment due
Reading Week		
Week 7 February 29, 2024	Ethical considerations in clinical psychology	1. Canadian Psychological Association. (2017). Canadian Code of Ethics for Psychologists (4th Edition). Available from https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf Weekly Quiz due
Week 8 March 7, 2024	Clinical psychology interventions across location and lifespan	1. Messer, S. B., & Wampold, B. E. (2002). Let's face facts: Common factors are more potent than specific therapy ingredients. <i>Clinical Psychology: Science and Practice</i> , 9, 21-25. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_proquest_journals_2477604518 Weekly Quiz due
Week 9 March 14, 2024	Clinical psychology intervention in couples and families	1. Lee, G., & Singh, R. (2020). Working with families. In G. Davey, N. Lake, & A. Whittington (Eds.), <i>Clinical Psychology</i> (3 rd ed., pp. 75-88). Milton: Taylor & Francis Group. http://ezproxy.library.yorku.ca/login?url=https://www.taylorfrancis.com/chapters/edit/10.4324/9780429059537-7/working-families-graham-lee-rose-singh?context=ubx&refId=98774b96-330e-41b7-a551-a09ad46eaac8 Weekly Quiz due
Week 10 March 21, 2024	Modalities for counselling and psychotherapeutic intervention	1. Yalom, I. D., & Leszcz, M. (2020). <i>The theory and practice of group psychotherapy</i> (6th ed, pp. 1-18). Basic Books. **Read Chapter 1: The therapeutic factors (available on eClass). Weekly Quiz due
Week 11 March 28, 2024	Clinical psychology prevention and intervention at the community level	1. Carbone, S. (2020). <i>Evidence review: The primary prevention of mental health conditions</i> . Victorian Health Promotion Foundation, Melbourne. https://www.vichealth.vic.gov.au/sites/default/files/Evidence-review-prevention-of-mental-health-conditions-August-2020.pdf Weekly Quiz due Final Assignment due
Week 12 April 4, 2024	Ways forward – Opportunities at York	1. Please review the Information and Resources on Opportunities at York page on eClass
Final exam period		Final exam