

Syllabus - Summer 2025

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Introduction to Clinical Psychology

Credits: 3

Format: Online

Prerequisites: PSYC 2300

Professor: Jamie Kleinman, PhD

Email: jamie.kleinman@uconn.edu (this is the **BEST** way to contact me)

Telephone: 860-405-9216

[COURSE SCHEDULE](#)

Office Hours/Availability: Response time within 48 hours: <https://uconn-cmr.webex.com/meet/jmk01002>

Course Materials

Recommended Materials:

This book is strongly recommended as a reference for completing the news article analysis paper as well as several other assignments in the course:

Lilienfeld, S., Lynn, S., Lohr, J. (eds). (2015). [*Science and Pseudoscience in Clinical Psychology \(2nd ed.\)*](#). New York, NY: Guilford.

Students must pick **one** of the materials listed below to read and write a reflective essay:

1. Conley, G. (2016). [*Boy Erased: A Memoir*](#): Riverhead Books.
2. Fadiman A. (2012). [*The Spirit Catches You and You Fall Down*](#): FSG.
3. Gherovici, P. & Christian, C. (2018). [*Psychoanalysis in the Barrios*](#): Routledge.
4. Menakem, R. (2017). [*My Grandmother's Hands*](#): Central Recovery Press.
5. Ramachandran, V. S. (2011). [*The Tell-Tale Brain*](#): Norton.

All other required course materials (e.g., readings, websites, presentations, videos) are provided in HuskyCT in their respective Learning Modules.

Course Description

In this course, students will learn about professional practices of clinical psychologists by exploring the history of clinical psychology discussing ethical responsibilities in context. The field of clinical psychology has contributed to marginalization and oppression and has been used to support systemic racism within society and institutions. To dismantle these harmful practices, students must understand the core components of the discipline. Research methods in clinical psychology will be a strong focus, particularly the use of empirically validated methods of assessment and treatment within a multicultural framework. The course will also cover subspecialties in clinical psychology. Students will be encouraged to develop the skills necessary to pursue a career in clinical psychology (or related mental health fields) including effective communication through writing and discussion, case formulation, self-reflection, and editorial skills.

Course Objectives

By the end of the course, students should be able to:

1. Examine how clinical psychology has contributed to marginalization and oppression so that we can create an equitable and just discipline.
2. List the professional practices of clinical psychologists by engaging in class discussions and through independent writing assignments.
3. Assess the evolution of clinical psychology as a profession by engaging with primary sources of information and interrogating which voices and perspectives have been left out.
4. Critique various research methods in clinical psychology and evaluate how those shape theoretical approaches to assessment and treatment in ways that are ethical and take into account different lived experiences.
5. Apply ethical standards to a variety of case studies while demonstrating an awareness of issues related to diversity as applied to both people and settings.
6. Examine how the field of clinical psychology intersects with other professional disciplines including the medical, education, and judicial systems.
7. Practice the skills necessary to pursue a career related to clinical psychology, including effective communication through writing and discussions, case formulation, self-reflection, and editorial skills.

Course Outline

Learning Modules	Dates
Module 1: Introduction and Evolution of Clinical Psychology	May 28-June 2
Module 2: Ethics and Professional Issues	June 3-9
Module 3: Research Methodology	June 10-16
Module 4: Assessment	June 17-23
Module 5: Intervention	June 24-June 30
Module 6: Interdisciplinary Interactions	July 1-July 5

*See the [Course Schedule](#) in HuskyCT for assignment due dates for each learning module.

Course Requirements and Grading

Summary of Course Grading:

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Course Components	Points
Case Studies	60
Journal Articles	60
Field Guide	120
Analysis Essay	90

Book Reflection	50
Peer Feedback	20
Total	400

Case Studies

For the first five modules, you will be assigned primary source material (an article, video, etc.) and vignettes to use in a discussion related to the cases presented. You will be given specific prompts and will engage in entire class discussions. Each discussion is worth 12 points, for 60 points. Full [instructions](#) are also posted on HuskyCT.

Journal Articles

For the first five modules, you will be assigned one journal article or book chapter to read. You will write a response to each reading and then participate in a discussion with your classmates related to the reading. Individual responses and discussions are each worth 12 points, for a total of 60 points. Full [instructions](#) are also posted on HuskyCT.

Field Guide

Each module you will work on your personalized 'Field Guide to Clinical Psychology.' You will be given a list of terms and concepts to define and describe. By the end of the course, you will have created a comprehensive and personalized manual as a documentation of what you learned in this course. Your guide should include information including your own writing, links to reference materials, images, audio, and video. Each module you will submit one section of your guide (6 total each worth 20 points). The guide is worth 120 points. Full [instructions](#) are also posted on HuskyCT.

Analysis Essay

You will find a popular press news report (*Time*, *Newsweek*, *NY Times*, etc.) about a topic related to our course (the causes, perception, diagnosis, assessment, or treatment of mental illness) that has been published in the past **six months**. The article **MUST** include a peer-reviewed study published in a scientific journal. You will find the original study and several related studies and analyze how accurately the journalist reported on the research findings. Components of this essay will be due throughout the course and a draft of your essay will be used for one of the feedback assignments. **You will create a video recording sharing your plan for this essay which will fulfill the identity [authentication requirement](#) for the course.** The total project will be worth 90 points. Full [instructions](#) are also posted on HuskyCT.

Book Reflection

You have several books to pick from. You are required to read **ONE** of the books and write a reaction paper about that book. You can submit one more for extra credit. The first paper is worth 50 points and the other is worth 25 as extra credit. Full [instructions](#) are also posted on HuskyCT.

Peer Feedback

You will provide feedback to a peer on their work product in this course. It is important for you to be able to give and receive constructive criticism. You will exchange drafts of your analysis essay with a classmate and will provide constructive feedback to them. This assignment is worth 20 points and you will be graded on how effectively you communicated your feedback. Full [instructions](#) are also posted on HuskyCT.

Grading Scale

Undergrad

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3

83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

All course due dates are identified in HuskyCT and on the Course Schedule. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submission times accordingly. *The instructor reserves the right to change dates accordingly as the course progresses. All changes will be communicated appropriately.*

There will be a **3%** late penalty for each day an assignment is late.

Feedback and Grades

I will make every effort to provide feedback and grades in three days from the due date. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment, and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Use of Generative AI (ChatGPT, etc.)

You are strongly discouraged from using Generative AI to write your assignments. Your writing should be your own and in your own voice. The discussion board posts and book reflection assignments are all highly personal and reflective. I want to know what **you** specifically think about these topics, so using AI is not helpful. I have read enough language produced by generative AI to recognize the tone of the writing. Additionally, these programs often include factual inaccuracies. If I suspect that you have used this in an assignment, I will reach out and ask for us to have a live Webex session where you tell me your thoughts about the prompt. There are lots of ways that Generative AI can be useful, for example, if you want to use it for brainstorming or organization, that is completely fine. But you are shortchanging your own education if you simply copy paste the prompt and then the response it generates into your assignments. If I want to know what ChatGPT has to say about things, I can ask it myself.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013, from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- Adobe Acrobat Reader ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps @ UConn Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through uconn.onthehub.com) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Collaborate Tool for Podcast assignment ([Privacy Statement](#), [Accessibility Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

NOTE: This course has NOT been designed for use with mobile devices.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics, or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Use a voice recording device to make a Podcast (e.g., Collaborate or tool of your choice)
- Convert a voice recording to an audio-file (e.g., MP3) using a Podcast software tool or your choice or the Group Collaborate tool in HuskyCT.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

PSYC 3301 | Course Schedule - Alt Summer Session 1 2025**Monday June 2, 2025- Friday July 11, 2025**

The course schedule is subject to change at the discretion of the instructor. You will be notified if any due dates change, and the change will be reflected in this schedule

Note: All assignments are due **no later than 11:59 PM** on the day the assignment is due

Modules (Mods) & Dates	Activities	Assignments	Due Dates
Mod 0: Course Orientation June 2-3	<ul style="list-style-type: none"> ✓ Become familiar with the content and structure of this course. ✓ Learn about your classmates and professor. ✓ Explore the online learning space. 	Syllabus Quiz	6/3
		Student Introductions Discussion	6/3
Mod 1: Introduction and Evolution of Clinical Psychology June 2-8	<ul style="list-style-type: none"> ✓ Identify what clinical psychologists do by beginning your 'field guide.' ✓ Complete a case study about clinical psychologists. ✓ Explore the evolution and history of the field. ✓ Discuss primary source articles. ✓ Determine the focus of your essay and begin finding sources. 	Case Study Discussion (<i>first post due</i>)	6/4
		Article Discussion (<i>first post due</i>)	6/6
		Case Study Discussion (<i>2 responses due</i>)	6/6
		Article Discussion (<i>2 responses due</i>)	6/8
		Field Guide	6/8
		News Article Essay - <i>Choose Essay Topic</i>	6/8
		Case Study Discussion (<i>first post due</i>)	6/11

Mod 2: Ethics and Professional Issues June 9 - June 15	<ul style="list-style-type: none"> ✓ Discover the process for becoming a clinical psychologist. ✓ Complete a case study about ethics. ✓ Discuss current trends in the field in a discussion. ✓ Expand your field guide. ✓ Choose a book for your author reaction 	Article Discussion <i>(first post due)</i>	6/13
		Case Study Discussion <i>(2 responses due)</i>	6/13
		Article Discussion <i>(2 responses due)</i>	6/15
		Field Guide	6/15
		Book Choice	6/15
Mod 3: Research Methodology June 16 - June 22	<ul style="list-style-type: none"> ✓ Complete a case study about a historical case. ✓ Discuss how research is used to guide practice. ✓ Develop and expand your field guide. ✓ Collect sources and write and record an outline for your essay. 	Case Study Discussion <i>(first post due)</i>	6/18
		Article Discussion <i>(first post due)</i>	6/20
		Case Study Discussion <i>(2 responses due)</i>	6/20
		Article Discussion <i>(2 responses due)</i>	6/22
		Field Guide	6/22
		News Article Essay - <i>submit essay sources and outline video submission</i>	6/22
Mod 4: Assessment June 23 - June 29	<ul style="list-style-type: none"> ✓ Complete a case study of an assessment. ✓ Discuss how culture influences diagnosis. ✓ Expand your field guide. ✓ Exchange essay drafts with a peer to provide feedback. 	Case Study Discussion <i>(first post due)</i>	6/25
		Article Discussion <i>(first post due)</i>	6/27
		Case Study Discussion <i>(2 responses due)</i>	6/27
		Article Discussion <i>(2 responses due)</i>	6/29
		Field Guide	6/29

		Essay Draft to Peer for Analysis	6/29
Mod 5: Intervention June 30 – July 6	<ul style="list-style-type: none"> ✓ Complete a case study about treatment. ✓ Discuss Linehan’s chapter on DBT. ✓ Expand your field guide. ✓ Provide your partner with constructive criticism on their essay draft. ✓ Continue reading the book for your author reaction essay. 	Case Study Discussion (<i>first post due</i>)	7/2
		Article Discussion (<i>first post due</i>)	7/4
		Case Study Discussion (<i>2 responses due</i>), <i>complete online session regarding cases</i>	7/4
		Article Discussion (<i>2 responses due</i>)	7/6
		Field Guide	7/6
		Peer Analysis Returned	7/6
Mod 6: Interdisciplinary Interactions July 7 - July 11	<ul style="list-style-type: none"> ✓ Complete your field guide. ✓ Meet your professor. ✓ Submit the final version of your essay. ✓ Submit your required author reaction and up to two optional reactions for extra credit. 	Optional Conference with Professor	7/9
		Field Guide	7/11
		News Article Essay - <i>submit Final version</i>	7/11
		Book Reaction Due (<i>1 required, 2 optional</i>)	7/11

*See the course syllabus regarding the late policy for all assignments