

**PSYC 436 (Section 1)**  
**Introduction to Clinical Psychology: From Science to Practice**  
 Fall 2021 Semester

**Syllabus**

<b>Course Instructor:</b>	Dr. Andres De Los Reyes ( <a href="mailto:adlr@umd.edu">adlr@umd.edu</a> ) Biology-Psychology Bldg., Room 3123H
<b>Teaching Assistants (TA):</b>	Graduate TA: Hide Okuno ( <a href="mailto:hokuno@umd.edu">hokuno@umd.edu</a> )
<b>Course Meeting Time &amp; Location:</b>	Mondays/Wednesdays/Fridays 11:00am-11:50am Edward St. John Building (ESJ), Room 1215
<b>Office Hours:</b>	By Appointment, please contact <a href="mailto:adlr@umd.edu">adlr@umd.edu</a>
<b>Course Overview:</b>	PSYC 436 – Introduction to Clinical Psychology: From Science to Practice – is comprised of weekly sets of lecture meetings, class discussions, and clinical demonstrations focusing on: (a) principles of clinical psychology; (b) application of these principles to empirical tests of assessments and treatments of clinical conditions and associated behaviors; and (c) application of evidence-based assessments and treatments to the evaluation, understanding, and amelioration of clinical conditions evaluated and treated in therapeutic settings. Each week we will discuss issues as they relate to weekly course readings and the fulfillment of course objectives. Students will be expected to bring to meetings questions and thoughts for discussion in relation to readings assigned during that particular week. The goal of the meetings is to discuss weekly course material assigned for readings and provide a forum for consolidation of this material in relation to prior readings and the understanding of the core class objectives.
<b>Text/Readings:</b>	The course does not have a required text. I made deliberate attempts to deliver course content in ways that reduce costs to students and at the same time maximize the timeliness of course content. All course readings consist of articles from peer review journals and other primary readings. All of these readings are available for download from the course Canvas page. <b>Please see pages 5-6 of this syllabus for timing of readings by week and course topic.</b>
<b>Learning Outcomes:</b>	At the end of this course, students will be expected to demonstrate: <ul style="list-style-type: none"> <li>• A developing awareness of and competency in understanding core principles of clinical psychology, including but not limited to assessment and diagnosis of psychopathology, current research on effective psychological assessments and treatments, and research methodology in clinical psychology.</li> <li>• Knowledge about the limitations of the current state of mental health research, with a focus on the representativeness of research participants from diverse backgrounds, and the need to attend to links to systemic processes and mental health.</li> <li>• Critical thinking about emerging research on mental health, with a focus on issues of diversity and inclusion, methodology, and links between mental health and biological or regulatory processes (e.g., immune system, sleep, interpersonal relations).</li> </ul>
<b>Organization of the Class:</b>	The class consists of an integrated set of weekly meetings, with shared responsibility among students to read the course material, participate in class discussions, and pose questions on the course material. Each week will begin with a

	<p>lecture on course content, based on assigned readings. Meetings scheduled for the remainder of the week will consist of a combination of (a) class discussions based on assigned articles related to the lecture material assigned for that week and/or (b) demonstrations of clinical and/or research procedures related to the course content. Unless otherwise specified in the course schedule, each week will consist of three meeting days (lecture, class discussion, clinical demonstration), or a film/recorded address will take the place of one of the demonstration meetings. I will be using Canvas for all assigned readings. Please check Canvas frequently and consult the syllabus for all readings.</p>
<b>Expectations:</b>	<ul style="list-style-type: none"> <li>• Attend meetings and complete assigned readings.</li> <li>• Actively participate in class discussions.</li> <li>• Complete and submit assignments on or before their due dates.</li> <li>• Treat fellow students with professionalism and respect.</li> </ul>
<b>Names/Pronouns and Self-Identification:</b>	<p>The University of Maryland recognizes the importance of a diverse student body, and I am committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit <a href="https://trans.umd.edu">trans.umd.edu</a> to learn more.</p> <p>Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.</p>
<b>Inclusive Learning Environment and Hate-Bias Reporting</b>	<p>Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited. As a human, behavior-centered discipline, I value a strong understanding of diversity. Diversity refers to differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. The Department of Psychology at the University of Maryland is committed to creating a respectful and affirming climate in which all students, staff, and faculty are inspired to achieve their full potential. I believe that actively fostering an affirming environment strengthens our department as a whole. A department that values and celebrates diversity among its students, staff and faculty is best able to develop the strengths and talents of all members of the department community. If you experience racism or other form of bias or hate in this class or any psychology course, I encourage you to please report the experience to me, and/or report all incidents of hate and bias to the <a href="#">Office of Diversity and Inclusion</a>.</p>
<b>Statement of Basic Needs</b>	<p>Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to use the resources listed below for support.</p> <ul style="list-style-type: none"> <li>• <a href="#">Fostering Terp Success</a></li> <li>• <a href="#">UMD Campus Pantry</a></li> <li>• <a href="#">UMD Student Crisis Fund</a></li> <li>• <a href="#">Counseling Center</a></li> </ul>

<b>Attendance:</b>	This is a tri-weekly course and the focus of each meeting is on readings and course content. Attendance is not mandatory and will not be a factor in course grading. However, consistent attendance is critical in order to master course material. Further, attending all course meetings facilitates your completing key course assignments (e.g., weekly reaction papers). Thus, if you will not be in class on a given meeting day, please arrange with fellow students to obtain course content material discussed during that particular meeting day.
<b>Standard Course Policies:</b>	It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like: <ul style="list-style-type: none"> <li>• Academic Integrity</li> <li>• Student and instructor conduct</li> <li>• Accessibility and accommodations</li> <li>• Attendance and excused absences</li> <li>• Grades and appeals</li> <li>• Copyright and intellectual property</li> </ul> Please visit the <a href="#">Office of Undergraduate Studies' full list of campus wide policies</a> and follow up with me if you have questions.
<b>Students with Dis/abilities:</b>	If you are a student with a documented dis/ability, please arrange to speak with me privately by September 8, 2021, to discuss accommodations that will help you be successful in class. You must provide documentation of the dis/ability and the recommendation for accommodations must come from the campus' <a href="#">Accessibility &amp; Disability Service</a> .
<b>Statement of Religious Observances:</b>	Students will not be penalized because of observances of religious beliefs. Please note that it is your responsibility to notify me in writing by September 8, 2021, regarding any absences for religious observances.
<b>Inclement Weather or Campus Emergency:</b>	If the University is closed due to inclement weather or a campus emergency (you can find this out by looking at the <a href="#">campus website</a> or the snow phone line [301-405-SNOW]), class will be cancelled. Assignments due on the day the university is closed will be due the next class period (e.g., if the Wednesday class is cancelled, assignments will be due the following Friday). In the event that the campus is closed for an extended time due to emergency, students will be notified by e-mail regarding how the course will be continued or completed. Please make sure that you have a current e-mail address listed with the University at all times.
<b>Course Grading:</b>	The grading method is the <a href="#">traditional alphabetic method</a> . Your grade will be based on a subset of 14 reaction papers submitted in response to course readings scheduled throughout the term. That is, your grade will be based on your "top 10" reaction paper grades. You can submit as few as 10 papers or as many as 14. If you submit 14, I will drop 4 of the lowest-graded papers and base your grade on 10 papers. <b>The course grading system was designed with a few key goals in mind:</b> <ul style="list-style-type: none"> <li>• <b>Maximize the opportunities for you to demonstrate your competency in mastering the course material.</b> Many reaction papers means more room for error, compared to alternative grading scenarios (e.g., grading method based on midterm and final means you need to have two great days to perform well in the course).</li> <li>• <b>Shift your motivation to learn.</b> As you will see below, in this course you will read....a lot! I hope this excites you! I sure find this exciting! If you notice, many of the readings came out only recently; in many respects, I will learn some of what we will cover alongside with you! In essence, I would rather see you read based on an eagerness to learn than read in an attempt to memorize for an exam.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Organize your thoughts in advance of course meetings.</b> Each of the papers are due the night before the class meeting where we will discuss the reading about which you wrote the paper. This is an honest attempt on my part to ensure that the one day per week that we plan to have an open discussion about course content, it's not just an exercise in seeing me run my mouth for 50 minutes ☺</li> </ul>
<p><b><i>Reaction Paper Format</i></b></p>	<p>The reaction paper is a 2-page, double-spaced (in 12-point, Times New Roman font or equivalent) representation of your thoughts regarding each of the individual class discussion articles. As mentioned previously, the reaction papers provide you with a method for organizing your thoughts and questions about the class discussion articles, with the larger goal of promoting lively and challenging course discussions. <b>Each reaction paper should follow the format of:</b></p> <ul style="list-style-type: none"> <li>• Brief, 2-4 sentence review of the article(s) for a class discussion, in your own words;</li> <li>• Discussion of the link(s) between the article(s)' content and the course lecture material of that week; and</li> <li>• Questions or points of criticism that arose in your reading of the articles (e.g., points of disagreement between your view of the article(s)' content and the stated views and/or data presented by the authors).</li> </ul> <p><b>The following are instructions for submitting reaction papers:</b></p> <ul style="list-style-type: none"> <li>• Each reaction paper is due by the evening before class discussion (i.e., by 11:59pm, the night before class discussion).</li> <li>• Please upload your reaction paper as an attachment in Microsoft Word (or Word-compatible format) to the course Canvas page, under the appropriate assignment block for the reaction paper.</li> <li>• Each assignment has its own dedicated block and due date (e.g., September 9th at 11:59pm for your first reaction paper).</li> <li>• Pages 5-6 of this syllabus include specific dates and times for each reaction paper due date.</li> </ul>
<p><b><i>Reaction Paper Grading:</i></b></p>	<p>Under my direct supervision, each reaction paper for this course will be graded by a TA. I have posted on Canvas the grading rubric for the reaction papers so that you all have a keen sense of how your papers will be evaluated. If you have any questions about grading for reaction papers, please feel free to email me and we can set up a time to meet.</p>
<p><b><i>Specifics on Meeting Format and Recording:</i></b></p>	<p>All course meetings will occur in-person. We will also plan to record all meetings in case you are not able to attend or if changes in social distancing guidelines during the semester call for it. We will archive all recordings of course meetings on Canvas, so that only you and your fellow classmates will have access to them. In accordance with Maryland state law regarding audio and video recording, before each meeting, I will announce that we will record the meeting.</p>

**Course Schedule**

<b>Date</b>	<b>Meeting</b>	<b>Topic (WK = Week)</b>	<b>Readings</b>
8/30/2021	Lecture	WK1: Introduction to Course & Course Requirements	Levenson
9/1/2021	Discussion	Clinical Psychology as a Science	McFall
9/3/2021	Demo	Workshop: Strategies for Writing Clearly	N/A
9/6/2021	No Class	Labor Day	N/A
9/8/2021	Lecture	WK2: Interpersonal and Systemic Racism	Jones & Neblett
<b>9/9/2021</b>	<b>Reaction Paper 1 Due by 11:59pm (Anderson &amp; Stevenson)</b>		
9/10/2021	Discussion	Incorporating Racial Socialization in Therapy	Anderson & Stevenson
9/13/2021	Lecture	WK3: The Replication Crisis	Tackett et al.
<b>9/14/2021</b>	<b>Reaction Paper 2 Due by 11:59pm (Roberts et al.)</b>		
9/15/2021	Discussion	How Diverse and Inclusive is Our Research?	Roberts et al.
9/17/2021	Demo	Workshop: Strategies for Writing Productively	N/A
9/20/2021	Lecture	WK4: Novel Methods for Reducing Health Disparities, I	Barnett et al.
<b>9/21/2021</b>	<b>Reaction Paper 3 Due by 11:59pm (Kazdin)</b>		
9/22/2021	Discussion	Diversifying Our Models of Service Delivery	Kazdin
9/24/2021	Demo	Example of Task Sharing at UMD	Cannon et al.
9/27/2021	Lecture	WK5: Novel Methods for Reducing Health Disparities, II	Atkins et al.
<b>9/28/2021</b>	<b>Reaction Paper 4 Due by 11:59pm (Wadsworth et al.)</b>		
9/29/2021	Discussion	Tailoring Interventions for Clients Experiencing Adversity	Wadsworth et al.
10/1/2021	Demo	<a href="#">Future Directions Forum Address: Greg Fabiano</a>	N/A
10/4/2021	Lecture	WK6: Novel Methods for Reducing Health Disparities, III	Schleider et al.
<b>10/5/2021</b>	<b>Reaction Paper 5 Due by 11:59pm (Davis et al.)</b>		
10/6/2021	Discussion	One-Session Treatment of Specific Phobias	Davis et al.
10/8/2021	Demo	<a href="#">Future Directions Forum Address: Bruce Chorpita</a>	N/A
10/11/2021	Lecture	WK7: Structural Factors	Jennings et al.
<b>10/12/2021</b>	<b>Reaction Paper 6 Due by 11:59pm (Odgers et al.)</b>		
10/13/2021	Discussion	Innovative Methods for Studying Structural Factors	Odgers et al.
10/15/2021	Demo	<a href="#">Future Directions Forum Address: Mark Hatzenbuehler</a>	N/A
10/18/2021	Lecture	WK8: Placebo Effects	Ashar et al.
<b>10/19/2021</b>	<b>Reaction Paper 7 Due by 11:59pm (Lilienfeld)</b>		
10/20/2021	Discussion	When Treatments Cause Harm	Lilienfeld
10/22/2021	Demo	When Treatments Work: Panic Control Treatment	Sewart & Craske
10/25/2021	Lecture	WK9: LGBTQ Mental Health	Russell & Fish
<b>10/26/2021</b>	<b>Reaction Paper 8 Due by 11:59pm (Spivey &amp; Edwards-Leeper)</b>		
10/27/2021	Discussion	Affirmative Interventions for Transgender Youth	Spivey & Edwards-Leeper
10/29/2021	Demo	Special Guest: Jessica N. Fish, Ph.D.	Fish
11/1/2021	Demo	<a href="#">Film: Stress and Health</a>	N/A
11/3/2021	Lecture	WK10: Peer Relations	Prinstein & Giletta
<b>11/4/2021</b>	<b>Reaction Paper 9 Due by 11:59pm (Anderson, Heard-Garris, &amp; Delapp)</b>		
11/5/2021	Discussion	Racism as a Social Virus: A Public Health Perspective	Anderson, Heard-Garris, & Delapp
11/8/2021	Lecture	WK11: Innovations in Assessment and Methodology	De Los Reyes et al.
<b>11/9/2021</b>	<b>Reaction Paper 10 Due by 11:59pm (Dwyer et al.)</b>		
11/10/2021	Discussion	Machine Learning	Dwyer et al. 2018
11/12/2021	Demo	<a href="#">Address: Eric Youngstrom</a>	N/A
11/15/2021	Lecture	WK12: Sleep and Mental Health	Goldstein & Walker
<b>11/16/2021</b>	<b>Reaction Paper 11 Due by 11:59pm (Meltzer)</b>		
11/17/2021	Discussion	Sleep and Developmental Psychopathology	Meltzer
11/19/2021	Lecture	WK13: Mental Health and the Gut Microbiome	Butler et al.
<b>11/21/2021</b>	<b>Reaction Paper 12 Due by 11:59pm (Kiecolt-Glaser &amp; Wilson)</b>		
11/22/2021	Discussion	Relationships and Links to Mental and Physical Health	Kiecolt-Glaser & Wilson
11/24/2021	No Class	Thanksgiving	N/A
11/26/2021	No Class	Thanksgiving	N/A

11/29/2021	Lecture	WK14: Suicide	Miller & Prinstein
<b>11/30/2021</b>	<b>Reaction Paper 13 Due by 11:59pm (Kleiman et al.)</b>		
12/1/2021	Discussion	Real-Time Monitoring of Suicide Risk	Kleiman et al.
12/3/2021	Demo	<a href="#">Address from Dr. Alan Kazdin's Festschrift: Matt Nock</a>	N/A
12/6/2021	Lecture	WK15: Mental Health among Immigrant Youth	Kim et al.
<b>12/7/2021</b>	<b>Reaction Paper 14 Due by 11:59pm (Humphreys)</b>		
12/8/2021	Discussion	Family Separation	Humphreys
12/10/2021	Demo	Workshop: Identifying and Working With Mentors	N/A
12/13/2021	Q and A	Career and Graduate School Q and A	N/A