

Introduction to Clinical and Counseling Psychology

PSYC 3350-001



Lauren Deaton, MA, MBA
University of Texas at Tyler



Spring 2026

Tuesdays 5:00-7:45pm

HPR 262

Instructional Information

	Full name	Office	E-mail address	Office hours
Instructor	Lauren Deaton	HPR 209	ldeaton@uttyler.edu	T 2-4pm W 11am-1pm

Course and Meeting Information

This course is fully in person, and attendance is vital in order to do well in this course. **Class will meet every Tuesday during the spring semester from 5-7:45pm, in HPR 262.** The room/time is subject to change based on a variety of factors. Please make sure you are up to date on your email, i.e., checking it regularly in order to be aware of any changes.

This course is considered a Psychology Upper division elective. It is not required as part of your Psychology degree but is encouraged if you intend to go to graduate school in clinical or counseling psychology. This course also “counts” as an additional science elective in the Psychology BS degree plan.

This course is meant to be an introduction into the vast fields of counseling and clinical psychology. After completing this course, you cannot refer to yourself as a counselor or clinical psychologist. These are fields that require graduate coursework, internships, licensure, and exams are needed in order to be able to say that you are a counselor/psychologist.

Course Materials and Resources

Recommended Textbooks

Todd, J. & Bohart, A.C. (2006). *Foundations of Clinical and Counseling Psychology* (4th ed.). Long Grove, IL: Waveland Press Inc.

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. **Instructor note:** You may also buy older editions of the required textbooks. It is your responsibility to find out which sections are different between editions and to make arrangements for when you need to use a different edition. You may purchase, rent, or borrow any format of the book as well (hard copy, spiral-bound, ebook, audiobook, etc.).

Required Canvas Use

Check the course Canvas page daily: you are responsible for any information I convey through Canvas, UT-Tyler email, or in class, as well as information contained in documents in the “Modules” tab. Pay special attention to the Course Calendar and the Assignments and Activities descriptions. Go to Canvas settings and set up your notifications to “subscribe” to such announcements and comments from me so you will not miss anything. I give feedback on some assignments through the comments feature. You will find those in the same place you submitted

an online assignment on the right-hand side reading “comments.” I often attach drafts of documents here with tracked changes and comments; make sure you know how to view tracked changes and comments in Word if they are not automatically visible for you.

Technology

It is recommended that you have access to a personal computer. With enough “legwork”, you can complete this course utilizing public access computers (libraries, labs, etc.)

You will need to submit some assignments in .doc format. Use of Microsoft Word is strongly encouraged instead of Apple’s Pages, Google Drive documents, or any other programs. If you do not have Microsoft Word, please visit the following page for instructions for how to download it for free: <https://www.utttyler.edu/it/office365/365-proplus-students.php>

E-mail

Please check e-mail and Canvas **daily** on weekdays. Before asking a question via e-mail, always check the syllabus and recent Canvas announcements first. E-mail me using your patriot mail, **NOT** Canvas inbox messaging. I check e-mail 8-5 on weekdays and usually avoid it in the evenings or weekends. I will do my best to return emails within one business day and I expect a similar turnaround time from you. I get hundreds of emails a week. If you have questions concerning this course, please put PSYC 3350 in the subject line.

Course Catalog Description

Examination of psychological principles as a basis for effective intervention in human problems. Introduction to the roles and functions of professional psychologists in mental health, medical, educational, and community settings; theories and techniques of psychological interviewing and evaluation; and development of change programs for child and adult behavior problems.

Student Learning Outcomes

Content

At the end of this course you should be able to master course content (remembering and understanding) in major areas such as:

1. Understand the profession of clinical and counseling psychology, its duties, and educational requirements.
2. Understand the principles and application of reinforcement, punishment, and extinction as they relate to behavior change
3. Be able to assess behaviors, develop a treatment plan, and monitor its effectiveness as part of a self-change project.
4. Understand the stages of change model as it applies to behavior change.

Course Policies

Contacting Me

Personal meetings. To meet with me, please attend one of my office hours. I will hold office hours virtually each week at the designated time or you can come to my office. Please email me if my office hours do not work and we can schedule another time to meet. You do not

have to attend office hours if you do not need the help. The easiest way to get ahold of me is over email.

Make-up and Late Work

Deadlines and times are firm. Late assignments will not be accepted or awarded any credit.

Structure of Course

This course is in person, so attendance is vital to your success in the course. This class will meet weekly for 2.75 hours. This course is designed to prepare you for grad school, where courses are often taught once a week and during the evening. This course will mirror the experience of taking a grad level course in either counseling psychology or clinical psychology.

Grading

There are 1100 points available in this course. The following table displays the number of points devoted to each type of assignment.

Grade breakdown.

Assignment	Points	Number	Category Total
Case Studies	40	10	400 (36% of course grade)
Exams	200	2	400 (36% of course grade)
Quizzes	10	10	100 (9% of course grade)
Paper	150	1	150 (14% of course grade)
Participation/Attendance	50	1	50 (4% of course grade)
			=1100 total
Extra Credit	Varies	Varies	33 max (3% in over all letter grade)

Final grades:

A=90.0-100%, B=80.0-89.9%, C=70.0-79.9%, D=60-69.9%, F=0-59.9%

I do not round grades. You will have plenty of opportunities to earn points in this course and your final grade is one you earn. The last opportunity to earn points is the final exam day. If you have a concern about a grade at any time, please email me ASAP about your issue and type up the justification (with textbook or other evidence) for why I should count your answer I marked wrong. **Grade change requests without a full paragraph of written justification with evidence will be ignored.**

Extra credit. You may earn extra credit by participating in the following ways:

1. SONA research—for every hour of SONA research that you complete you will receive 2 extra credit points
2. Famous Clinical or Counseling Psychologist Paper—you can receive 20 points if you write a 4-5 page paper that covers a famous psychologist and their effect on the field of either Clinical or Counseling Psychology. More details concerning this paper will be posted on Canvas. You will need to turn in/complete this paper by Week #12 if you wish to receive credit.

Please note the maximum amount of extra credit that you can receive from these two options is 32 points, or 3% of your overall grade in this course.

Additional extra credit:

Throughout the semester I will start class with an information slide regarding mental health events in the surrounding communities. For each event you attend (and show proof of attendance), I will add 5 points of extra credit to your overall grade.

Periodically, in class I will offer extra credit activities. You must attend class, in person that day to be eligible for extra credit. These opportunities will not be announced before class.

For most quizzes, there will be one additional extra credit question. These quizzes will be in person.

Assignments:

1. Case Studies (40 points, 10 total)—Over the course of the semester you will be asked to complete 11 case studies. These case studies are designed to see if you can understand AND apply the content that are learning to real life situations/clients. I will drop the lowest case study grade at the end of the semester. Only 10 of the 11 case studies will factor into your overall grade in the course.
2. Weekly Quizzes (10 points each, 10 total quizzes)—you will have 10 quizzes throughout the semester, and 8 out of 10 of them will be given in class. You will have to complete a syllabus quiz and “end of the semester” quiz over CANVAS. If you are absent during an in person quiz, you will not receive credit for that quiz. You will not be able to use your notes/book for these quizzes.
3. Exams (200 points, 2 total)—Each exam will be a multiple-choice exam that will cover the previous 4-8 weeks’ worth of content (readings, slides, videos). The exams will take place over Canvas. You will have 90 minutes to complete each exam.
4. Interview a Mental Health Professional Paper (150 points)—You will need to interview a licensed mental health worker and reflect on your experience/what you learned. You will write a 4 page paper after this interview. Detailed instructions will be on canvas as well as a rubric.
5. Participation/Attendance (50 points)—You are expected to come to class and participate. I will be taking attendance each class period, and I will excuse 2 missed classes. I will take attendance at some point during each of the class periods. Participation includes things such as engaging with your peers during discussions, staying awake during class, and answering questions when asked.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler is a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs, please visit www.uttyler.edu/tobacco-free.

Student Rights and Responsibilities

To know and understand the policies that affect your right and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for any forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refund for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (session changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions for waivers through Financial Aid.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a

history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least 2 weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any students who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- Copying from another students' test paper;
- Using during a test, materials not authorized by the person giving the test;
- Failure to comply with instructions given by the person administering the test;
- Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- Collaborating with or seeking aid from another student during a test or other assignment without authority;
- Discussing the contents of an examination with another student who will take the examination;
- Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- Paying or offering money or other valuable things to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- Falsifying research data, laboratory reports, and/or other academic work offered for credit;

- Taking, keeping misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
 - Misrepresenting facts, including providing false grades or resumés, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- (ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
 - (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignment offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
 - (iv) All written work that is submitted will be subject to review by plagiarism software.

College of Education and Psychology Vision and Mission and Program Standards

Vision. The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission. The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021. This is the open-access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Note: this document is subject to change at the discretion of the instructor. Changes will be announced.

PSYC 3350 In Person Course Calendar

Wk.	Dates	Topic	Readings	Assignments
1	January 13	Syllabus Professional Psychology in Context	Ch. 1	Syllabus Quiz due by Sunday (1/18) over Canvas
2	January 20	History of Professional Psychology	Ch. 2	Quiz over Ch. 1 in class Historical Case Study due by Sunday (1/25)
3	January 27	Issues in Psychological Assessment & Measurement	Ch. 3	Quiz over Ch. 2 in class Ethics Case Study due by Sunday (2/1)
4	February 3	Methods in Clinical Assessment	Ch. 4	Quiz over Ch. 3 in class Mental Status Exam Case Study due by Sunday (2/8)
5	February 10	Research in Psychotherapy	Ch. 5	Quiz over Ch. 4 in class Exam #1 due by Sunday (2/15) over Canvas
6	February 17	Psychoanalysis	Ch. 6	Psychoanalysis Case Study due by Sunday (2/22)
7	February 24	Relational Approaches to Psychoanalysis	Ch. 7	Relationship Case Study due by Sunday (3/1)
8	March 3	Client/Person-Centered Therapies	Ch. 8	Quiz over 6&7 in class Client Centered Case Study due by Sunday (3/8)
9	SPRING BREAK! Will not meet on March 10			
10	March 17	Experiential & Existential Psychotherapy	Ch. 9	Experiential/Existential Case Study due by Sunday (3/22)
11	March 24	Behavioral Approaches	Ch. 10	Quiz over 8 & 9 in class Behavioral Case Study due by Sunday (3/29)
12	March 31	CBT	Ch. 11	CBT Case Study due by Sunday (4/5) *Optional Extra Credit Paper due (4/5)
13	April 7	Behavior & Biology Crisis Intervention	Ch. 12	Quiz over 10-11 in class Biological Case Study due by Sunday (4/12)
14	April 14	Marriage, Family, and Child Therapy	Ch. 13	Interview Paper due over Canvas by 4/15 (Wednesday!!!, not Sunday)
15	April 21	Contemporary Issues Modern Techniques	Parts of Ch. 14-16	Quiz over 12-13 in class Theoretical Orientation Case Study due by Sunday (4/26)
16	April 27-May 1	None		Exam #2 due by FRIDAY, 5/1 End of the semester "quiz" due by 5/1

Please note: Final grades are due on May 5, 2026.

*Extra Credit Paper is optional