

PSYC 402: Clinical Science Capstone
Fall 2026, Monday/Wednesday/Friday 10:50-11:50am, Humanities 217

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Office/drop-in hours: Monday 12-1pm; Tuesday 10-11am; Friday 9-10am; or when free

COURSE DESCRIPTION: Students will apply contemporary psychological science to the practice of clinical and counseling psychology, and public health. During class time, we will explore the connections between science and practice; discuss evidence-based interventions and clinical ethics; practice and discuss skill development specific to the application of clinical science; and discuss current considerations, controversies, and emerging science specific to clinical care delivery. Clinical Science Capstone students will conduct a substantial research project. They will undertake a comprehensive review of past scholarship related to key aspects of the fields of clinical science and public health, and they will prepare a capstone paper that uses past scholarship to ask and answer a novel question.

COURSE GOALS: By the end of the semester, students will demonstrate knowledge and skill in (1) conducting a systematic review of published research in their chosen area of interest; (2) designing, proposing, and evaluating a clinical/counseling/public health intervention in their chosen area of interest; (3) providing peer-reviewed feedback and consultation regarding intervention proposals; and (4) communicating their research through written and oral presentations.

GRADED COURSE ACTIVITIES:

Specific instructions, guidelines, and grading rubrics will be posted on Moodle in advance of due dates.

- Systematic Review Paper (40%)
 - Students will learn how to conduct a systematic review of published, scientific literature using the PRISMA guidelines. While completing this step-by-step process, students will document their work and ultimately write a paper that details the methods and findings of their review. The findings (i.e., the empirical evidence) from the systematic review will inform each student's subsequent intervention proposal.
- Intervention Proposal Paper (40%)
 - Based on the systematic review, and through readings and class discussions on how to design evidence-based interventions, students will write a paper in which they propose and explain a novel intervention designed to prevent or mitigate a chosen health problem. Students are expected to detail all aspects of the intervention (e.g., resources needed, time, budget, key performance indicators, measurement tools, feasibility, sustainability plan). Although students will not be able/expected to deliver the intervention, the proposal needs to be written with the intention that an organization could test and evaluate the intervention.
- Peer-Review Feedback and Consultation (10%)
 - It is expected that clinicians—specifically, professionals who work with people and communities in healthcare settings and/or on health-related topics—are skilled in providing feedback and consultation to their peers. To that end, students will gain experience in feedback and consultation by taking the time to carefully read, comment on, and discuss their peers' work one-on-one. During the semester, there will be opportunities both inside and outside of the classroom to connect with peers to learn more about their respective work and to provide “expert” perspective and feedback. These sessions are designed to be constructive and helpful—not negative and overly critical.
- Class Engagement and Individual Meetings (10%)
 - It is expected that students will regularly attend class, engage in larger class discussions, one-on-one and small group discussions, and participate fully in class activities. It is also expected that students will attend regular check-in meetings with the instructor to track progress on their work, problem-solve issues or concerns, ask questions, and ultimately complete their two papers and peer-review responsibilities on time. The individual meetings are not designed to be punitive. Rather, the intention is to make sure that students are getting the support they need to be successful in this course.
 - Each individual meeting will be scheduled for 15 minutes. Sometimes, we'll find that 15 minutes is ample time. Other times, we'll find ourselves scrambling to fit everything into the allotted time. Please try to show up on time for your meeting so that we can maximize the time available. Please also know that I am eager to meet with you at other times if you encounter a roadblock, a particularly exciting idea, or any issues that are time-sensitive.

POINT BREAK-DOWN:

Systematic Review Paper	40
Intervention Proposal Paper	40
Peer-Review Feedback and Consultation	10
Class Engagement and Individual Meetings	10
TOTAL	100

Date of Class	Topic(s)	Action/Item Due
9/9	Introduction	None
9/11	No class: Will post materials on picking a research topic	None
9/14	Picking a research topic	None
9/16	No class: Individual meetings re: topic ideas	Individual Meeting

9/18	No class: Individual meetings re: topic ideas	Individual Meeting
9/21	PRISMA Guidelines	Topic Chosen for Systematic Review
9/23	No Class: Individual meetings re: PRISMA	Individual Meeting
9/25	No class: Individual meetings re: PRISMA	Individual Meeting
9/28	PRISMA Guidelines / Systematic Review Problem Solving	None
9/30	No Class: Individual meetings re: Drafting Systematic Review Paper	Individual Meeting
10/2	No Class: Individual meetings re: Drafting Systematic Review Paper	Individual Meeting
10/5	In-Class Writing	None
10/7	In-Class Writing	None
10/9	No Class	Draft of Systematic Review Paper
10/12	Peer Review and Consultation	None
10/14	Peer Review and Consultation (in pairs)	Peer Review Practice
10/16	Fall Break	None
10/19	Peer Review and Consultation (in pairs)	Peer Review Practice
10/21	No class: Individual Meetings re: Drafting Systematic Review Paper	Individual Meeting
10/23	No class: Individual Meetings re: Drafting Systematic Review Paper	Individual Meeting
10/26	Scientific Writing	None
10/28	No class	None
10/30	No class	Final Systematic Review Paper
11/2	Introduction to Intervention	None
11/4	Intervention Design	None
11/6	No class	None
11/9	Intervention: Community Partnerships and Sustainability	None
11/11	No class: Individual Meetings re: Intervention Design	Individual Meeting
11/13	No class: Individual Meetings re: Intervention Design	Individual Meeting
11/16	In-Class Writing	None
11/18	In-Class Writing	None
11/20	No class	Draft Intervention Proposal Paper
11/23	Peer Review and Consultation (in pairs)	Peer Review Practice
11/25 + 11/27	Thanksgiving Break	None
11/30	Poster Design	
12/2	Poster Workshopping	None
12/4	Poster Workshopping	None

12/7	Poster Presentation Practice	Draft Poster
12/9	Poster Presentation Practice	Draft Poster
12/11	No Class	Final Poster
12/14	Poster Prep and Course Wrap Up	Poster Session (4:45-6:15pm)
12/16 - 12/19	Finals Week	Final Intervention Proposal Paper

CLASS ENGAGEMENT: I have high expectations regarding student engagement. There are many ways in which I will assess and ultimately assign participation points for students. To clarify expectations, please review the following:

To receive full participation points, a student will...

- Attend every individual meeting
- Attend every class meeting
- Regularly ask questions
- Regularly offer opinions, perspectives, and/or criticisms
- Fully engage with peers during class and small group discussions
- Fully participate in class activities
- Fully participate in the peer review and consultation activities

A student will lose points for...

- Not attending class
- Arriving late to class (especially if this is a consistent problem)
- Frequently checking or using their phone
- Sleeping or not being engaged during the class time
- Frequently having side conversations with peers
- Being disrespectful to peers and/or the instructor
- Not completing the readings

I recognize that participation differs between people and can be influenced by several factors—especially ones that might not be known or apparent to me as your instructor. If you have concerns about your ability to participate in class (e.g., asking questions, offering your opinion, engaging with peers) and the impact that it might have on your participation grade, please talk to me, either before or after class, or during office hours. I am more than happy to discuss ways to manage some of your concerns and to best ensure that your style of engagement is reflected optimally in your grade.

INCOMPLETES: Incompletes will be given only under extraordinary circumstances such as death of an immediate family member, an illness or injury accompanied by a physician's note, or a natural disaster. Being busy at the end of the term is not an extraordinary circumstance.

SUBMITTING WORK: All written assignments and the poster must be submitted via email. I will not accept printed copies. Unfortunately, there is little flexibility with late work, given the structure of the course. Please talk to me ahead of time if you anticipate that an assignment might be turned in late.

OFFICE/DROP IN HOURS: Office hours are designed as drop-in hours for students to bring questions, receive 1:1 support for any graded course activities, and/or to check-in generally. Office hours are noted at the top of the syllabus. If needed—for example, office hours do not align with your schedule—I can be available to meet with students on a different day and time. Please let me know and we can schedule a meeting that best works with your schedule.

ACADEMIC INTEGRITY AND ARTIFICIAL INTELLIGENCE (AI): It is expected that students will produce original work. Scholastic dishonesty includes, but is not limited to, plagiarism, cheating on assignments, and submitting the same or substantially similar work to meet more than one course's requirements without permission from all the instructors involved. These actions will result in the failure of the course and college leadership will be notified. If you have any questions of how this policy applies to this course, please ask me. Additionally, I am a proponent of emerging technology that can help with writing, for example, ChatGPT and other AI programs. If you intend to use such software to support your writing, please let me know and we can talk through ways that you may choose to use it.

STUDENT ACCOMODATIONS: I am eager for all students to thrive, and thus I am committed to providing reasonable accommodations to all students with documented disabilities. If you have not done so already, please contact the Center for Disability Resources as soon as possible to discuss your need for accommodations. They will send me a confidential letter detailing the appropriate accommodations for this course. Please plan to follow-up with me to confirm how we'll apply those accommodations within the course.