PSYCHOLOGY 160: CLINICAL PSYCHOLOGY
(PSYC 160, SECTION 3)
FALL 2011
COURSE SYLLABUS

COURSE INFORMATION AND POLICIES

General Information
Instructor: Carrie M. Talesfore, Ph.D.
E-mail: carrie.talesfore@sjsu.edu
Phone: 408-924-5612
Office Location: DMH 318
Office Hours: M, W 1:15-2:30

Course ID: 008684
Class Number: 49459
Units: 3.0
Room: Dudley Moorhead Hall 164
Days/Time: M, W 3:00-4:15
Prerequisite: PSYC 001

Required Text/Readings

Note: Additional required readings will be added to augment certain topics covered in class.

Syllabus Policy
Students are responsible for reading and understanding this syllabus in its entirety. Please ask questions if something in the syllabus is unclear. The schedule, topics, policies, and procedures presented within this syllabus will be followed as closely as possible. However, extraneous circumstances sometimes present that make it difficult to maintain exact adherence to the syllabus. The instructor therefore reserves the right to modify the syllabus as needed. You will be notified of any such changes as soon as feasible.

Course Description
According to the SJSU catalog, this course is a “Survey of clinical psychology as profession and the role of the clinical psychologist as therapist, diagnostician, administrator, scientist and agent of individual and social change.” Whenever possible, I will augment the text and required readings with additional information such as providing real-life examples to make the topics “come to life.”
Learning Objectives/Instructional Orientation
Upon successful completion of this course, students will demonstrate competence within each of the following overarching themes:

- understanding the definitions, history, origins, goals, major theories, and major figures involved in clinical psychology.
- presenting material within the framework of clinical psychology as a science with empirical foundations and endeavors.
- explaining multiple theories, perspectives, and approaches involved in clinical psychology with respect to assessment, case conceptualization, and treatment (i.e., reviewing the primary paradigms involved in clinical psychology).
- discussing contemporary topics in the field of clinical psychology and future directions the field might take.
- reviewing the various roles of clinical psychologists and the various degrees that allow individuals to do clinical work.
- emphasizing the role of culture and its multiple influences in the field of clinical psychology.
- becoming familiar with professional practices within the field of clinical psychology including ethical conduct.
- allowing students to explore potential career directions that pertain to their interests in the field.
- fostering understanding for those with mental health concerns and promoting individuals’ right to dignity and respect.

Methods of Instruction
Material relevant to this course will be presented via didactic lectures and discussions as well as through class exercises and small group activities, multimedia presentations, assigned readings, guest speakers, and/or outside resources.

Methods of Assessment
Attainment of the above goals and objectives will be assessed via informal methods (e.g., observation of class discussions and activities) as well as objective measures (e.g., quizzes, exams, and written assignments).

Classroom Etiquette
Please adhere to the same rules of etiquette that would apply in other settings in which others are trying to learn, focus, or attend to something (e.g., a movie theater). Except in cases of genuine emergency, please do not text, talk on the phone, talk to your neighbor, or be in any other way disruptive to class. You may use your laptop for note taking as long as it does not become distracting to the instructor or your classmates. If you do decide to take notes via an electronic device, please use it only for class-related activities. In other words, it is considered impolite and inappropriate to use class time for checking e-mail or surfing the web. If you arrive to class late or must leave early, please enter/exit quietly, through the door that is least disruptive to the class. Please do not in any way mock or ridicule others who ask questions or participate in class. Overall, please be respectful of your instructor and fellow students. We are all entitled to learn in a safe and productive environment. I look forward to this semester and to making this class enjoyable for you; please do the same for me!
Attendance
Although I will not be taking “roll” at the beginning of each class, I will make every effort to learn your names or at least recognize your faces, and I will know when you are missing. Students are strongly urged to attend class. It will benefit you in that you will have access to information that will not be found in the readings but that will be considered “fair game” on quizzes and exams. (I typically design a portion of quiz and exam questions to reward students who attend class.) But mostly, I am hoping that you will find class in and of itself rewarding. If you miss a class, ask a classmate for the notes, please do not ask me.

Class Participation
Class participation is strongly, I repeat strongly, encouraged. The course material and class presentations/lectures will be far more interesting if students get involved. If you already knew everything about this subject, you would not be taking this course. It is therefore assumed that there are things you won’t (and will hopefully want) to know. Although class participation will not be factored in to the 100 total points possible for the course, you can earn extra credit for getting involved. Here’s how:

- On the first day of class, each student will be given three index cards. Please number them 1, 2, and 3. Bring them to every class.
- Each time you ask a question, make a comment or observation, or otherwise get involved (e.g., participate in a demonstration) in class, please write your full name, the date, and a brief description of your participation (e.g., “I asked a question about variable-ratio reinforcement schedules.”) on one of the cards. Please note, questions and comments must be thoughtful, respectful, and legitimate and must pertain to the topic at hand. In other words, questions that pertain to logistical issues (e.g., “How many items are on the midterm?”) will NOT count. In addition, activities in which the whole class is expected to participate (e.g., small group activities) do not count.
- Submit your card to me at the end of the class on the same day on which you participated. Cards will NOT be accepted “after the fact.”
- Only one card may be submitted per student per class. In other words, you may not ask a bunch of questions in one day and then turn in all three cards. Each card must be from a separate day. However, you are encouraged to ask more than one question or make more than one comment within any given class period if you have legitimate interests in a particular topic. Likewise, you are encouraged to continue participating in class even after your three cards have been submitted.
- The 0, 1, 2, or 3 points possible for class participation will be added to your final grade as “extra credit.” In other words, these points can only help your grade and cannot hurt it. This will be especially important for students whose final scores fall on the “border” of two grades. For instance, with 3 extra credit points, a B+ might become an A-.

Grading Elements

- **Quizzes: 25% of final grade.**

There will be 12 quizzes total, with the 2 lowest quiz scores dropped. Quizzes will consist of multiple choice, short answer, matching, and/or fill-in items. They will also sometimes
include “bonus” items that will be designed to reward students who come to class. Because you will be allowed to drop 2 quiz scores, **no makeup quizzes will be allowed, NO EXCEPTIONS.** It is thus strongly recommended that you use these drops only for emergency situations. One of my primary objectives is to be fair to all students, and that is why there are no exceptions to this drop policy. If students choose to miss quizzes due to being tired or getting stuck in traffic, etc., that is their prerogative. However, they will not be given extra “drops” or makeup work if an emergency arises. Quizzes might be given at the beginning or end of class and will not be announced in advance. Note that if you miss a quiz due to coming to class late or leaving class early, you will not be permitted to take the quiz, **NO EXCEPTIONS.**

- **Midterm Exam: 25% of final grade.**

  The midterm exam will cover all material up to the exam date. The midterm will include multiple choice items and might also include a “bonus” item in short essay format.

- **Final Exam: 25% of final grade.**

  The final exam will be non-cumulative and will cover all material following the midterm exam. The final exam will be in the same format as the midterm exam, described above.

- **Writing Assignment: 25% of final grade.**

  Students are required to write and submit one original paper, written in APA style. You must have the topic of your paper approved in advance. Please check the course schedule for due dates and try to stay ahead of the game. You are encouraged to begin this project early as you will have other responsibilities around the time the final paper is due (e.g., studying for the final exam!). A full description of the expectations for this paper is delineated in the document appended to this syllabus.

- **Extra Credit: Up to 3 potential extra points toward final grade.**

  You will receive extra credit points for class participation as outlined within this syllabus above. No other extra credit opportunities will be given, **NO EXCEPTIONS.**

### Grading Structure

The grading structure for this course, out of 100 points possible, is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>≤ 59%</td>
</tr>
</tbody>
</table>
Notes on Assessment- and Grade-Related Responsibilities and Conduct

All quizzes and exams will cover material presented in the text as well as material discussed in class. Not all material in the text will be discussed in class, and some of the class lectures will include material that is not mentioned in the text. Therefore, in order to do well in this course, you must read as well as come to class. We will have a review day on the class session immediately preceding each exam. Please come to class prepared with questions pertaining to the exam.

Students are responsible for bringing all test-related materials to class. These include Scantron forms (which will be announced at least one class session prior to the exam), pens (for quizzes) and pencils (for exams).

To protect students’ privacy, scores and grades will not be posted under students’ names, social security numbers, or other identifying information. On the first day of class, please provide me with a 4-digit “code number” that I will use to post grades. Do not use any number that would identify you in any way. Please write your code number down for your own records so you will not forget it!

Within this course, students who come to class more than 10 minutes late on an exam day will not be permitted to take the exam. You may not use the restroom or leave the room for any other reason during an exam. You may not use your phone or any other electronic device during an exam. Use common sense: do not do anything that would make me suspect cheating of any kind. See the university policy on academic integrity below.
UNIVERSITY POLICIES

**Academic Integrity**
Your commitment to learning is evidenced by your enrollment at SJSU, and the university’s Academic Integrity Policy ([http://www.sjsu.edu/senate/S07-2.pdf](http://www.sjsu.edu/senate/S07-2.pdf)) requires you to be honest in all your coursework. Instances of academic dishonesty will not be tolerated. Infractions of academic integrity include, but are not limited to: cheating, plagiarism (representing another’s work as your own), using a surrogate for test-taking, submitting unoriginal work, using old tests or quizzes to study, consulting with other students who have already taken an assessment, submitting work in two courses simultaneously, submitting work from a previous course, etc. Any such infraction will be reported to the Office of Student Conduct and Ethical Development ([http://www.sa.sjsu.edu/jucicial_affairs/index.html](http://www.sa.sjsu.edu/jucicial_affairs/index.html)) and will result in a failing grade as well as sanction by the university.

**Campus Policy in Compliance with the American Disabilities Act**
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at [http://www.drc.sjsu.edu/](http://www.drc.sjsu.edu/) to establish a record of their disability.

**Diversity**
Consistent with the goals of SJSU, this course will aim to promote “Multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds.” Let us all learn from one another and our cultural diversity. Disrespect of others’ cultural identities will not be tolerated in this class.

**Dropping and Adding**
Students are responsible for understanding the policies and procedures about adding/dropping courses, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic calendar web page located at [http://www.sjsu.edu/academic_programs/calendars/academic_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at [http://www.sjsu.edu/advising/](http://www.sjsu.edu/advising/).
ADDITIONAL RESOURCES

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens, and monitors.

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop–in basis, no appointment is required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

King Library Tutorials
Some excellent resources for students who are required to write scholarly papers are the tutorials offered online through the King Library. Visit the link below and explore the page and all the resources available to you. You will find information on how to find books and articles for your research, searching databases, selecting and evaluating sources, and even how to avoid plagiarism.
http://libguides.sjsu.edu/tutorials
# PSYCHOLOGY 160: CLINICAL PSYCHOLOGY  
(PSYC 160, SECTION 3)

## FALL 2001  
COURSE SCHEDULE*

<table>
<thead>
<tr>
<th>Week</th>
<th>Day/Date(s)</th>
<th>Topic(s)</th>
<th>Readings**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M 08/22/11</td>
<td>No Class: Preinstruction Day</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>W 08/24/11</td>
<td>Introduction to Course</td>
<td>Course Syllabus</td>
</tr>
<tr>
<td>2</td>
<td>M 08/29/11</td>
<td>Introduction to Clinical Psychology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>W 08/31/11</td>
<td>Historical Overview of Clinical Psychology</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>M 09/05/11</td>
<td>No Class: Labor Day</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>W 09/07/11</td>
<td>Current Issues in Clinical Psychology</td>
<td>Chapter 3; Begley (2009)¹</td>
</tr>
<tr>
<td>4</td>
<td>M 09/12/11</td>
<td>Research Methods in Clinical Psychology</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>W 09/14/11</td>
<td>Diagnosis and Classification of Psychological Problems</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>5</td>
<td>M 09/19/11</td>
<td>Assessment: The Clinical Interview</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td>W 09/21/11</td>
<td>Assessment: Intelligence</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>6</td>
<td>M 10/10/11</td>
<td>Assessment: Personality</td>
<td>Chapter 8</td>
</tr>
<tr>
<td></td>
<td>W 10/12/11</td>
<td>Assessment: Behavioral</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>7</td>
<td>M 09/26/11</td>
<td>Clinical Judgment</td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td>W 09/28/11</td>
<td>DEADLINE: PAPER TOPIC DUE</td>
<td>WRITE!</td>
</tr>
<tr>
<td>8</td>
<td>M 10/03/11</td>
<td>Midterm Review: Come to class with questions prepared!</td>
<td>STUDY!</td>
</tr>
<tr>
<td>9</td>
<td>M 10/10/11</td>
<td>Ethics in Clinical Psychology</td>
<td>APA (2010)²</td>
</tr>
<tr>
<td></td>
<td>W 10/12/11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>M 11/07/11</td>
<td>Psychological Interventions</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>W 11/09/11</td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>13</td>
<td>M 11/14/11</td>
<td>Psychotherapy: Psychodynamic Perspective</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>W 11/16/11</td>
<td>Psychotherapy: Phenomenological/Existential Perspectives</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>10</td>
<td>M 10/24/11</td>
<td>Psychotherapy: Behavioral/Cognitive-Behavioral Perspectives</td>
<td>Chapter 14</td>
</tr>
<tr>
<td></td>
<td>W 10/26/11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>M 10/31/11</td>
<td>Group, Family, and Couples Therapy</td>
<td>Chapter 15</td>
</tr>
<tr>
<td></td>
<td>W 11/02/11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>M 11/21/11</td>
<td>Community Psychology</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>15</td>
<td>M 11/28/11</td>
<td>Health Psychology</td>
<td>Chapter 17</td>
</tr>
<tr>
<td></td>
<td>W 11/30/11</td>
<td>PAPER DUE</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>M 12/05/11</td>
<td>Pediatric and Clinical Child Psychology</td>
<td>Chapter 20</td>
</tr>
<tr>
<td></td>
<td>W 12/07/11</td>
<td>Final Review: Come to class with questions prepared!</td>
<td>STUDY!</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td><strong>FINAL</strong></td>
<td>Th 12/15/11</td>
<td>FINAL EXAM: 12:15-2:30</td>
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</tbody>
</table>

*As previously indicated, this schedule is subject to change at the instructor’s discretion. Students will be given as much notice as possible when any changes are to be made.  
**Listed readings should be completed *prior* to the class session to which they pertain. A quiz given on any date will include material from the reading listed for that date. All listed chapters are from your required text. Other readings will be distributed in class or accessed online. Additional readings may be assigned.

PSYCHOLOGY 160: CLINICAL PSYCHOLOGY  
(PSYC 160, SECTION 3)  
FALL 2011  
WRITING ASSIGNMENT

Description
This assignment is intended to foster critical thinking skills with respect to a current issue in the field of clinical psychology. It is also intended to promote understanding of how the issues inherent in the topic affect you as a person and future professional. Finally, it is designed to promote your research and writing skills.

The paper will be a 6-page minimum, 8-page maximum (the required reference page does not count as part of either of those figures) double-spaced paper that addresses a controversial or contemporary issue in the field of clinical psychology. You may use one of the topics that was discussed in class (e.g., from Chapter 3 in your text book), or you may choose another topic of interest to you, pending instructor approval. Some potential topics are outlined below.

Because you will be required to include at least 3 (preferably 5) peer-reviewed, scholarly references (i.e., not your text book, and not internet sites), you are advised to begin this assignment early to ensure that there is enough research on your topic. All too often, students wait until the last minute to begin and then realize that they do not have enough material to complete a project. Check the course schedule for due dates.

Grading
The grading structure for the paper will be as follows:

1. Technicalities/Mechanics (20%):
   a. APA style (e.g., title page, spacing, headings, subheadings, etc.)
   b. Spelling, grammar, punctuation
   c. Overall organization (e.g., appropriate paragraph length, transitions, cohesiveness, etc.)

2. Content (40%):
   a. Give a background on the topic- what is the issue at hand?
   b. What are the opposing viewpoints on this topic? (This is a good place to cite references such as summaries, experts’ opinions, etc.).
   c. How is this topic relevant to the field of clinical psychology? In other words, how would it affect the field if conclusions were to be made in one direction or the other? How is it already affecting the field? If there are no actual studies pertaining to your topic, you may also include positional papers where experts write on the topic and give their opinion, as long as these are peer-reviewed, scholarly publications.
   d. What are some of the logistics involved in this topic? For example, how do the different viewpoints affect the predominant theories, required training, financial issues (e.g., income, funding) and other “byproducts” of this issue?
3. Analysis (40%):
   a. Now that you have described the debate and others’ thoughts on it, describe your own opinion on the topic and defend it. You will NOT be evaluated on the stance you take but, rather, how you support your argument. Do not worry if your opinion does not “match” the experts’ in the field or what you suspect your instructor believes. You are entitled to your own opinion on this topic—you are only expected to defend it in a rational, logical, persuasive manner.
   b. Some things to consider including in this summary are: why do you feel the way you do about this topic? Why do you think this topic resonates with you? As a future professional, how will this issue affect you positively or negatively? With whose opinions do you most identify or agree?
   c. You can also include research on this topic in this section—this could be research that more directly pertains to the study of the issue rather than others’ opinions of it (e.g., what has been the effect in states in which psychologists have prescription privileges?) How does the research support or dispute your opinion?
   d. Also note that you may cite research that indirectly pertains to the debate but that supports your viewpoint. For instance, if you are discussing the prescription privileges issue, you might research the effectiveness of psychotherapy vs. medication in the treatment of a particular disorder and use the findings to support your view on whether prescription privileges are a good or bad idea. It is hoped that through curiosity and creativity, you will learn about more than just the controversial issue itself!

Potential Topics for This Assignment

- Prescription privileges for psychologists: Should psychologists be given the license to prescribe psychotropic medications for their clients? Why or why not? What has been the outcome in states that have these privileges thus far?
- The mandate to use evidence-based interventions in practice (e.g., third party payor, managed care demands): Should psychologists be required to use evidence-based approaches in treating their clients? Why or why not?
- Dodo bird verdict: What is the dodo bird verdict as it applies to the field of clinical psychology? What do its proponents claim, and what do its opponents state? Whose position do you feel is more valid and why?
- Ph.D. vs. Psy.D. training programs: What is the difference between these two types of training, and is one more suited for clinical practice than the other? What about other areas of clinical psychology (e.g., research, teaching, etc.)?
- Manualized vs. unstructured treatment approaches: Should psychologists use manualized approaches in treating their clients? Why or why not? What are the pros and cons of using these approaches?
- Evidence-based approaches vs. “treatment as is”: What does the research show about the effectiveness of traditional therapies vs. more modern therapies? Should psychologists have a right to choose? Why or why not?
- Clinical psychology as an art vs. clinical psychology as a science: Is clinical psychology an art, a science, both, or neither? Why don’t some clinicians use science to inform their practice?
• Multiple relationships: What does the APA Ethics Code say about multiple relationships? Are they ever appropriate or beneficial? How might they help or harm the therapeutic relationship? What does the research say on this issue? What are your own thoughts and opinions?

• Medication vs. therapy: Which is more effective in treating psychological disorders? Are there differences with respect to different disorders? What about short-term vs. long-term benefits?

• Popular psychology (“pop psychology”): Should psychologists and psychiatrists like Dr. Phil and Dr. Drew give mental health advice in public forums? Is this professional or ethical? What are the pros and cons of this type of advice with respect to the field of clinical psychology?

Note: You are not expected to answer every single question listed- these are just to give you a basic framework and some ideas/guidelines for how to proceed with the paper. You may also choose a topic that is not listed above, pending instructor approval. All topics must fit into the format that is outlined above.