San Jose State University  
College of Social Sciences  
Clinical Psychology, Psyc 160, Section 02  
Fall, 2011

Instructor: Ellyn Herb, Ph.D.  
Office Location: DMH 310  
Telephone: (408) 296-9600  
Email: Ellyn52@gmail.com  
Office Hours: Thurs. 11:45 a.m. to 12:30 p.m or by appointment  
Class Days/Time: Tuesday/Thursday 10:30 a.m. to 11:45 a.m.  
Classroom: ENG 301  
Prerequisites: Psychology 1

Course Description:  
This course is intended to provide you with an overview of the field of clinical psychology. It will focus on a variety of issues pertinent to clinical psychology with respect to settings, clients, practice, training, ethics, culture and “hot topics” in the field of clinical psychology. We will also discuss assessment, classification, approaches to therapy, demonstration of clinical effectiveness, the relevance of culture, gender, and other contextual variables. We will also cover ethics that guide the practice of clinical psychology. While we will highlight general issues around psychological treatments, this course will not cover in-depth, the theories and methods of psychotherapy as those topics are covered in another course offered by the Department of Psychology (Psyc 165, Theories and Methods of Counseling). A portion of the class will also cover the different types of graduate study in psychology, focusing on the variety of graduate degrees relevant to clinical practice.

In this course, we will emphasize the development of your critical thinking skills. Clinical psychology, like most areas of science, is not a field with easy answers to difficult psychological and philosophical questions. In this vein, we will work to thoughtfully examine the different approaches to study, assess and alleviate human suffering. This development of critical thinking skills is intended to help you become more critical consumers and evaluators of psychological services, as well as assist with your decisions about your place in the field of psychology.
Objectives:
Course objectives are as follows:

1. To develop a broad understanding of the field of clinical psychology, including its historical roots and current issues facing the field.
2. To review different types of training programs that lead to degrees (masters, vs. doctorate) and corresponding licenses (MFT, LPC, LCSW, licensed psychologist) and the advantages and challenges in each of these professions.
3. To understand the role of science in the study of clinical psychology and unique approaches to documenting clinical change.
4. To have a basic familiarity with the major paradigms as used in assessment, classification, and treatment of psychological problems.
5. To familiarize students with the essential role that culture, gender and other contextual variables play in the conceptualization of cases and psychological interventions.
6. To be familiar with the code of ethics for practicing psychotherapists, including informed consent, confidentiality issues, evidence-based treatment and dual relationships.
7. To have a basic overview of the major theoretical orientations and their approaches to psychopathology, corresponding interventions (psychological, sociocultural, biological), and the process of change.
8. To understand how the material covered in this course can be used by both those pursuing a career in clinical psychology and those seeking the services of psychotherapists.

REQUIRED TEXT:

Additional Readings: Various readings will be assigned throughout the semester. Readings, the syllabus and major assignment handouts can be found on Desire 2 Learn (http://sjsu.desire2learn.com).

Classroom Protocol
This syllabus is subject to change at the discretion of the instructor. You are responsible for assigned readings, participating in classroom discussions and activities and for keeping up to date with any changes to the syllabus.

Professional Communication
The best way to contact me is to leave a message on my private practice voice mail. The number is (408) 296-9600. You can also email me at Ellyn52@gmail.com. I generally don’t read texts from students on a regular basis. Since I teach on multiple campuses, please communicate the following information when you contact me:
Your full name, college name, course name, section number and phone number where I can reach you. Please don’t use abbreviations, as I might not understand what you are trying to say. I try to read email each day, although it may take me up to 48 hours, depending on my schedule. If you haven’t received an email or call from me after 48 hours, please try again.

You do not need to notify me if you will not be in class, however, if you know, in advance, that you will miss a class you can let me know. You are responsible for all material covered in class, as well as assignments for the next class.

NOTE: I do not accept assignments by email or fax. There are no MAKE-UPS on quizzes. If you miss a quiz, you can make up the points by submitting extra credit assignments.

**Personal Computer (Laptop Use)**

Powerpoint slides for this course are available on D2L for you to print out and bring to class. You can use your computer to take additional notes during class if you check with me first. You must sit in the first two rows of the classroom if you plan to use a computer to take notes. Please do not surf the net, check your email or otherwise engage in interactive pursuits while in class (playing games!). If you are found to be using the computer inappropriately, you will lose the privilege of using a computer in class for note-taking for the remainder of the semester.

**Cell Phones**

Cell phone use is not permitted in class. In the case of an emergency, you can arrange to leave the classroom to take a call, but you must let me know in advance. PLEASE TURN OFF YOUR PHONE SO ALL SOUNDS ARE MUTED.

**Student Expectations**

Students are expected to arrive on time for class, attend class sessions for the entire period, submit assignments on the due dates indicated and participate in classroom activities. Professional behavior is required at all times. Written assignments must be typed, double-spaced, and include your full name, date, course # and be stapled together.

**Classroom Etiquette**

1. Be polite and respectful to other people in the class, particularly when engaging in classroom discussions. Disrespectful behavior will not be tolerated and will be grounds for dismissal from class.
2. Do not carry on conversations with others during lectures or when others are speaking. If you have a question or comments, please raise your hand so you can be heard.
3. All speakers (instructor and students) deserve your attention. If you need to sleep, please stay home. Please don’t work on assignments for other courses during class.
4. THERE IS NO TEXTING AT ANY TIME DURING CLASS OR EXAMS.

**Desire 2 Learn and E-Campus**

Parts of this course will be on Desire 2 Learn( D2L), a part of E-Campus, found on the SJSU web site. You are responsible for regularly checking this site for changes, additions to the syllabus and notes from the instructor.

See http://www.online.sjsu.edu for more information regarding student use of D2L.

Notes posted on the site are for your use but are not a substitute for attending class. While attendance will not be taken, occasional “bonus” points may be available for certain activities in class. Exams will cover material in the textbook, lecture material, classroom discussions and outside readings.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, academic renewal, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html.

Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/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](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/)

**COURSE CALENDAR:**

Note: This schedule is subject to change. All changes will be announced in class and posted on D2L. Expect that there will be some changes during the semester, particularly with classroom activities, presentation dates, etc.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READ BEFORE CLASS</th>
<th>ASSIGNMENTS DUE</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25/11</td>
<td>Syllabus, Introductions</td>
<td>Preface</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>8/30/11</td>
<td>What is clinical psychology? Graduate study in psychology</td>
<td>Chapter 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/1/11</td>
<td>History of clinical psychology Current issues</td>
<td>Chapter 2</td>
<td>Personal Statement (10 points)</td>
<td></td>
</tr>
<tr>
<td>9/1/11</td>
<td>History of clinical psychology Current issues</td>
<td>Chapter 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/6/11</td>
<td>Research Methods</td>
<td>Chapter 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/8/11</td>
<td>Diagnosis &amp; Classification</td>
<td>Chapter 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/13/11</td>
<td>Review Foundations of Clinical Psychology</td>
<td>Chapter 6</td>
<td>QUIZ #1 (chapters 1-5) 30 points</td>
<td></td>
</tr>
<tr>
<td>9/15/11</td>
<td>The Assessment Interview</td>
<td>Chapter 7</td>
<td>Assessment Development #1 (10 points)</td>
<td></td>
</tr>
<tr>
<td>9/20/11</td>
<td>In class project on Assessment</td>
<td>Chapter 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/22/11</td>
<td>Assessment of Intelligence</td>
<td>Chapter 9</td>
<td>Assessment Development #2 (10 points)</td>
<td></td>
</tr>
<tr>
<td>9/27/11</td>
<td>Personality Assessment</td>
<td>Chapter 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/29/11</td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/4/11</td>
<td>In class project on Assessment</td>
<td>Chapter 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/6/11</td>
<td>Behavioral Assessment</td>
<td></td>
<td>Behavioral Data Form (10 points)</td>
<td>QUIZ #2 (chapters 6-10) 30 points</td>
</tr>
<tr>
<td>10/13/11</td>
<td>Review Clinical Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/18/11</td>
<td>Psychological Interventions</td>
<td>Chapter 12</td>
<td>VIDEO</td>
<td></td>
</tr>
<tr>
<td>10/20/11</td>
<td>Psychoanalytic Psychotherapy</td>
<td></td>
<td>VIDEO</td>
<td></td>
</tr>
<tr>
<td>10/25/11</td>
<td>Humanistic-Existential &amp; Phenomenological Psychotherapy</td>
<td>Chapter 13</td>
<td>VIDEO</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
<td>Due Date</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------</td>
<td>-----------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>10/27/11</td>
<td>Behavioral &amp; Cognitive Behavioral Psychotherapy</td>
<td>Chapter 14</td>
<td>VIDEO</td>
<td></td>
</tr>
<tr>
<td>11/1/11</td>
<td>Group, Family &amp; Couples Therapy</td>
<td>Chapter 15</td>
<td>VIDEO</td>
<td></td>
</tr>
<tr>
<td>11/3/11</td>
<td>No lecture today If time, short group experience</td>
<td></td>
<td>QUIZ #3 (30 points)</td>
<td></td>
</tr>
<tr>
<td>11/8/11</td>
<td>Community Psychology</td>
<td>Chapter 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/10/11</td>
<td>In class project on Prevention</td>
<td>Chapter 17</td>
<td>Prevention plan</td>
<td></td>
</tr>
<tr>
<td>11/15/11</td>
<td>Behavioral Medicine</td>
<td>Chapter 17</td>
<td>Prevention plan</td>
<td></td>
</tr>
<tr>
<td>11/17/11</td>
<td>Cultural Competence</td>
<td>TBA – reading will be posted on D2L</td>
<td>BOOK REPORT DUE (30 points)</td>
<td></td>
</tr>
<tr>
<td>11/22/11</td>
<td>Neuropsychology</td>
<td>Chapter 18</td>
<td>BOOK REPORT DUE (30 points)</td>
<td></td>
</tr>
<tr>
<td>11/29/11</td>
<td>Forensic Psychology</td>
<td>Chapter 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/1/11</td>
<td>Ethics in Clinical Psychology</td>
<td>Ethical Principles of the American Psychological Association (link on D2L)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/6/11</td>
<td>Vignette/Cases In class practice</td>
<td></td>
<td>Case conceptualization (10 points)</td>
<td></td>
</tr>
<tr>
<td>12/8/11</td>
<td>REVIEW FOR FINAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASSIGNMENTS AND GRADING POLICY

Assignments must be submitted on the due date. No exceptions. If you miss a quiz or assignment, there will be opportunities for extra credit.

Assignments are as follows:

1. **In-Class Activities/Written Assignments**
   Throughout the semester, we will be using class time to work in groups on a variety of paper/pencil tasks. These activities are designed to give you the experience of working in the field. You will stay with the same group for the entire semester to enhance cohesiveness and safety. Some assignments will be completed in class and some require you to work on in class and submit the paper the next class session.
In class handouts – 6 handouts each worth 10 points. 60 points possible
(you must be present for the entire class to earn full credit)

2. **Book Report** (see supplemental instructions)
   Students will choose a book from the approved list. You must let the instructor know which book you will be reading so that we can cover all the topics. Most of these are paperback books and not excessive in length. After you have read the book, you will prepare a written book report using the format provided by the instructor. Papers are to be 2-3 pages in length, typed, double-spaced with a readable font (Times New Roman, Arial, Tahoma). Papers will be graded on content, grammar, spelling and professional appearance. The intent of reading the book is to provide you with an opportunity to apply what you are learning and to allow the instructor to assess your writing skills. 30 points possible

3. **Quizzes**
   A total of 3 quizzes will be given. There will be 15 questions, each worth 2 points. The intent of these exams is to assess your knowledge of the material in the textbook, discussions in class, videos shown and experiential activities. You will need a Scantron form to take these quizzes. Only Scantron Form #815-E is acceptable. You may use pencil or black pen.
   QUIZZES WILL BE GIVEN DURING THE FIRST PART OF THE CLASS. ARRIVING MORE THAN 10 MINUTES LATE WILL SIGNIFICANTLY SHORTEN THE TIME YOU HAVE TO COMPLETE YOUR QUIZ.

4. **Final Exam** *(YOU WILL NEED SCANTRON #882-E)*
   The final will be given on its scheduled date and time. There will be 50 questions, each worth 2 points. It will be cumulative and OPEN BOOK. 100 points possible

**TOTAL POSSIBLE POINTS FOR THE SEMESTER** 280 POINTS

**GRADING**
A = 250 – 280 points
B = 220 – 249 points
C = 190 – 219 points
D = 160 – 189 points
F = below 160 points
University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

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/ to establish a record of their disability.

SJSU Writing Center

The SJSU Writing Center 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. 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.

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. Additional computer labs may be available in your department/college. 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/.

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 reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

EXTRA CREDIT

SJSU Psyc 110
Abnormal Psychology

All students are eligible to earn extra credit, but this is particularly designed for students who have missed a quiz or want to earn more points to improve your grade. All papers should be typed, use at least 12 point font, stapled and include your name, the date, the option you are submitting, the course and section number.

Options are as follows:

1. Interview a licensed therapist or psychologist. Ask the following questions and record the responses. (10 POINTS possible)
   a. List the name, address and phone number of the person you interviewed.
   b. Indicate the degree they obtained from attending graduate school, name of the school and the type of license they work under.
   c. What made the person decide to become a therapist/psychologist?
   d. How long has he/she been one?
   e. What type of work does he/she do?
   f. Does the therapist/psychologist have a specialty? If so, what type of training was required?
   g. In what type of setting does the psychologist work?
h. What does the person enjoy about their work?
i. What is the most challenging part of the work?
j. What advice would the person give to someone who wanted to pursue a career in psychology?

Write up the answers you received and include a final paragraph about the interview. What was it like to do the interview? What did you learn? How did the information you received affect your personally? Do you have further questions you would like to have asked? Your paper should be 2-3 pages (typed, double spaced). Be sure your paper is properly labeled with your name, course number, section number and the date.

2. Create an annotated bibliography using the following list. (Only one allowed – 10 Points)
   An annotated bibliography includes research articles in peer-reviewed journals or professional books (not textbooks). For each entry, you must list the resource in APA format then write a paragraph about the reference so that someone can decide if they want to access the article or buy the book.
   **YOU MUST INCLUDE 10 DIFFERENT RESOURCES.**

   Choose from the following list of topics. If you have a topic that is not listed, you must obtain instructor permission to use it.

   **TOPICS:**
   The use of medication in psychiatric care
   Ethical dilemmas in psychotherapy such as dual relationships, informed consent
   Suicide
   Diversity issues in diagnosis of mental disorders
   Domestic Violence
   The use of manualized treatment in psychotherapy
   Neuropsychological findings in the last 5 years (the brain research)
   Pros and cons of using diagnosis
   Stigma in mental health
   Multiculturalism in assessment
   Forensic Psychology

   Your paper should include:
   1) Your name, date, course and section #
   2) The specific extra credit option you are choosing (by number and name)
   3) References using APA format (book or article)
   4) Short paragraph about the reference so that someone reading your bibliography can know whether or not it is something they want to read.

   Please do your own search. If your bibliography is exactly the same as another student’s, I will assume you did not do this on your own.

3. Annotated Website list. (5 points)
At the end of each chapter there is a list of websites that relate to the chapter. Visit each website and provide information about it. In your paper, include the URL, the audience the website is intended for, a summary of what is included in the website (the various pages or sections), and your evaluation of the website (Was it easy to navigate?, What did you like about it? What didn’t you like about it? How would you improve it? Who would you recommend this website to? Why or why not?) Can only do one of these.

********All extra credit must be submitted no later than November 23rd********