San Jose State University
Introduction to
CLINICAL PSYCHOLOGY
Psychology #160
Spring, 2011

Professor: Russell A. Arias, Ph.D.
Time: Tuesday & Thursday - 3:00 - 4:15pm - DMH#356
Office Hours: 1:30 - 2:30 pm or by Appointment
Office: DMH #232
Phone: 408-924-5658
Email: Russell.Arias@sjsu.edu

Course Description:
This course will provide students with an overview of the field of Clinical Psychology. It will focus on the process of becoming a Clinical Psychologist from graduate school to professional practice. Various issues pertinent to the field of Clinical Psychology: settings, clients, practice, science, training, ethics, cultural issues, and directions the field is taking in contemporary America will be discussed in depth. We will also discuss assessment, classification, approaches to therapy, demonstration of clinical effectiveness, the relevance of culture, gender, and other personal variables as well as the ethics that guide clinical practice. Special attention will focus on the concepts of Transference and Countertransference with clients/patients Clinical Psychologist treat in their practices. We will also examine some general issues around psychological treatments and an overview of theories that guide working with diverse clients in a clinical setting. By the end of the semester, students will have a comprehensive view of the process of becoming a professional psychologist practicing clinical therapy.

Development of student’s critical thinking skills will be emphasized. Clinical psychology, like most areas of science, is not a field with easy answers to complex psychological and philosophical issues. We will thoughtfully examine the different approaches to study, assess, classify, and alleviate human psychological and emotional suffering. This development of critical thinking is intended to assist students in becoming more critical consumers and evaluators of psychological services as well as provide some guidance about student’s contributions in the field of psychology as graduate students and future mental health providers.

Course Objectives:
1. To develop a broad understanding of the field of Clinical Psychology including its historical roots and the current issues facing the field.

2. To review the process of becoming a Clinical Psychologist or professional mental health provider from graduate school to professional practice.

3. To examine different types of training programs that lead to different degrees (Masters
vs. Doctorate) and corresponding licenses (MFT, LCSW, Licensed Clinical Psychologist) and the advantages and challenges in each of these professional paths.

4. To understand the role of science in the study of Clinical Psychology and the approaches to documenting clinical change (including assessment, categorization, and treatment).

5. To have a basic familiarity with the major paradigms as used in the assessment, classification, and treatment of psychological issues.

6. To familiarize students with the essential role that culture, gender, and other psychosocial variables play in the delivery of case conceptualization and psychological interventions.

7. To become familiar with the code of ethics for practicing psychologist and other mental health providers and the limitations of confidentiality.

8. To have a basic overview of the major theoretical paradigms and their approaches to psychopathology and corresponding psychological, social, and biological interventions.

9. 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 mental health professionals.

10. To introduce students to the psychosocial affects of Transference and Countertransference while treating clients/patients in a mental health setting.

**Evaluation of Student Learning:**

1). Class Attendance & Participation is Critical - 30% of Final Grade - Class discussions, experiential exercises, and multi-media presentations are an essential part of the learning process during this course. Students are expected to attend class sessions as scheduled and participate in class discussions. Attendance is not required, but strongly encouraged. In the unlikely event student absence, students will be expected to acquire notes from a fellow student. It is not the responsibility of the instructor to update students on class content they missed. If a student misses a multi-media presentation (which could possibly be extra credit), they will NOT be able to make up the assignment for credit. Participation in class discussions and exercises based on assigned readings, is expected from all students. Students are expected to read the chapters assigned for each class period especially for comprehensive class discussions and debates.

2). Examination(s) of Student Learning - 40% of Final Grade - Students will be required to take 2-3 review examinations throughout the semester. Exams will be announced by the instructor. Review days will be held the Thursday prior to the exam, and students will be granted a weekend to study for the exam. Review days are mandatory. It is the responsibility of the student to acquire the review-information from a fellow student, NOT the professor. Exams will be given on the Tuesdays after the in-class review of the
material. Students are required to bring their own scantrons and pencils for the exam. The quiz-examinations will consist of multiple-choice, true/false, and/or essay format.

3). Final Examination of Student Learning - 30% of Final Grade - Students will be required to take a final examination on the last day of the course. The final examination will be comprehensive and will consist of all the material discussed throughout the course. The final examination will consist of multiple choice questions, and one final essay question.

**Using Desire2Learn:**

Dear Student,

Our course, American Identity, will be using San Jose State’s new online learning management system Desire2Learn for the upcoming semester. SJSU will no longer be using Blackboard CE 8, you will log in and participate in this course through Desire2Learn. This is a great opportunity to explore a new tool for online learning.

**IMPORTANT:** Enrolled students will be able to log in and see your course list links in Desire2Learn about 7 days prior to the start of the course—**but the links will not be active until midnight of the start date of the class 9/25/2010.**

**Login URL:** [http://sjsu.desire2learn.com](http://sjsu.desire2learn.com)

Please note that it should NOT have the “www” at the start of the URL like many other websites.

**Username:** about 7 days prior to the start of the course, your Desire2Learn username can be found by logging into your mySJSU account, clicking on Self Service > Campus Personal Information > Names, and locating your Desire2Learn name (look for Name Type called D2L) from the list. Usernames will generally be in the form of *firstname.lastname*, but may have an appended number (e.g., *firstname.lastname#*) if there is more than one person with that name at SJSU. The mySJSU look-up will also be helpful for persons using middle names, hyphens, apostrophes, etc.

**Password:** Your initial Desire2Learn password is your 9 digit SJSU ID number.

**Courses:** Once logged in to Desire2Learn you should see your course or courses listed in the My Courses widget. Click on the course name and you will be entered into the course’s home page, but remember that link will not be active until midnight of the start date of that course.

**It is strongly recommended that you visit the eCampus website at [www.sjsu.edu/ecampus/students/](http://www.sjsu.edu/ecampus/students/).** Desire2Learn looks and functions differently than Blackboard CE 8, so even experienced online students will benefit from spending some time familiarizing themselves with Desire2Learn to be successful in this course. This website also offers a number of Quick Start Learning Guides to help you navigate Desire2Learn tools.

For questions regarding the course or course materials, please contact me, the instructor. **For log in, password issues, and technical issues related to Desire2Learn, please contact the University Help Desk.** The Help Desk can give technical support for
password reset, browser problems, and other issues encountered in D2L Courses.

- Phone: (408) 924-2377
- Submit a help ticket using the University Help Desk Submit Ticket page

**Recommended Reading:**

*Additional readings will be announced throughout the semester.*

**Department Writing Standards:**
All submitted written assignments must adhere to the Psychology Department writing standards. These standards are:

1. Conformity to the American Psychological Association (APA) standards for scholarly writing. Minimum standards include:
   a. Consistent use of complete sentences
   b. Correct use of grammatical constructions, punctuation, sequencing (paragraphing), referencing, hyphenation, spelling, headings, capitalization, pagination, abbreviations, margins.
   c. Appropriate content, clarity, conciseness, and style
   d. Neat appearance

   Resources for these standards include:
   b. The online Writing Lab (OWL) at Purdue University at: Owl.English.purdue.edu/owl/resources/560/01/
   c. Buth’s *New English Handbook* or Ellsworth’s *English Simplified, 3rd ed.*

2. 20% of the grade of each written assignment will be based solely on writing.

3. Each written assignment must contain no more than five novel grammatical errors and/or five novel APA errors (e.g., reference citation in text, reference list).

4. When a paper is submitted that does not meet departmental standards, it will be returned (ungraded) to the student(s) for revision. The student(s) will have 7 calendar days to revise and re-submit the paper.

5. Any paper that is submitted that is returned to student(s) for revision will have an automatic 10% deduction in the total grade of the assignment.

6. Upon resubmission, if a paper still does not meet departmental standards, the student(s) will be given a zero for the written portion of the total paper grade and will be graded only for the required content.
**Meeting with the Instructor:**
Students are encouraged to meet with the instructor should they wish. While I hope that students would feel comfortable addressing many questions, concerns, and issues in class discussions, nonetheless, I know some students may wish to have the opportunity to meet with me in private. I would be pleased to meet with you at an arranged meeting space on campus by appointment or feel free to make an appointment via e-mail.
Russell A. Arias, Ph.D.
Office: DMH 232 Office Phone: 408-924-5658
Email: Russell.Arias@sjsu.edu

**Academic Integrity:**
Essential to the integrity of Sam Jose State University, students are expected to perform their own work (except when collaboration is granted by the course instructor) without the use of any outside resources. Your own personal commitment to learning requires you to be honest in all of your academic work. Be aware that faculty members are required to report all infractions to the Office of Judicial Affairs. It is also the discretion of the instructor to report any/all offender to the department chair and the students academic advisor.

**Cheating:**
Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. DO NOT DO IT!!! Cheating at SJSU includes but is not limited to: Copying in part or in whole from another person’s text, test, completed academic assignments or other evaluation/academic instruments applicable to the field of psychology or any other discipline; submitting work previously evaluated and graded in another course (unless this has been approved by the course instructor or department policy); altering or interfering with grading or grading instructions; sitting for an examination or turning in academic work by a person other than the enrolled student; or any other act committed by a student in the course of his/her academic work which defrauds or misrepresents the enrolled student. Students found guilty of cheating will be referred for academic discipline, and at worst, expelled from SJSU and possibly other State Universities. DO NOT CHEAT!!!!

**Plagiarism:**
The act of representing the work of another as one’s own, without giving appropriate credit, regardless of how that work was obtained, and submitted is to fulfill academic requirements is considered Plagiarism. Plagiarism includes: 1). The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work without giving appropriate credit, and representing the product as one’s own work; 2). Representing another’s artistic/scholarly works such as musical compositions, essays, research, dissertations, student projects, computer programs, photograph projects, paintings, or any other projects produced by a student that is not currently enrolled in the course of reference. Should a student be suspected or caught regarding the act or suspicion of Plagiarism, the student will be referred for academic discipline.
Weekly Class Schedule


Tuesday, February 1, 2011: Chapter 1: Clinical Psychology: Definition & History

Thursday, February 3, 2011: Chapter 1 & 2: Clinical Psychology: Definition & History

Tuesday, February 8, 2011: Chapter 3: Current Controversies: Medication Privileges

Thursday, February 10, 2011: Chapter 4: Cultural Issues in Clinical Psychology

Tuesday, February 15, 2011: Chapter 4: Cultural Issues in Clinical Psychology

Thursday, February 17, 2011: Chapter 5: Ethical Issues in Clinical Psychology

Tuesday, February 22, 2011: Chapter 5: Ethical Issues in Clinical Psychology

Thursday, February 24, 2011: Review for Examination #1: Chapters 1, 2, 3, 4, & 5

Tuesday, March 1, 2011: Examination #1: Chapters 1, 2, 3, 4, & 5

Thursday, March 3, 2011: Chapters 6: Conducting Research in Clinical Psychology

Tuesday, March 8, 2011: Chapters 7: Diagnosis & Classification Issues

Thursday, March 10, 2011: Chapter 7 & 8: Diagnosis & The Clinical Interview

Tuesday, March 15, 2011: Chapter 8: The Clinical Interview

Thursday, March 17, 2011: Video Presentation: In Treatment: April (Season 2)

Tuesday, March 22, 2011: Review for Examination #2 - Chapters 6, 7, & 8

Thursday, March 24, 2011: Examination #2 - Chapters 6, 7, & 8

Tuesday, March 29, 2011: SPRING BREAK - Have a nice Spring Break. Be Safe!!!

Thursday, March 31, 2011: SPRING BREAK - Have a nice Spring Break. Be Safe!!!

Tuesday, April 5, 2011: Chapter 11: General Issues in Psychotherapy
Thursday, April 7, 2011: Chapter 12: Psychodynamic Psychotherapy

Tuesday, April 12, 2011: Chapter 17: Clinical Child & Adolescent Psychology

Thursday, April 14, 2011: Chapter 17: Clinical Child & Adolescent Psychology

Tuesday, April 19, 2011: Media Presentation: TBA

Thursday, April 21, 2011: Media Presentation: TBA

Tuesday, April 26, 2011: Chapter 16: Group & Family Therapy

Thursday, April 28, 2011: Chapter 16: Group & Family Therapy

Tuesday, May 3, 2011: Class Discussion: Application of Theories

Thursday, May 5, 2011: Video Presentation: TBA

Tuesday, May 10, 2011: Class Discussion: Application of Theories

Thursday, May 12, 2011: Video Presentation: TBA

Tuesday, May 17, 2011: Review for Final Examination - Chapters: 11, 12, 13, 16, & 17