COURSE SYLLABUS

San Jose State University
Clinical Psychology

Three Units
PSYCHOLOGY 160.02
Class Number 21361
Spring 2011
Dudley Moorhead Hall 359
Section 1: January 26 – May 17
Monday/Wednesday 12:00 – 1:15 PM

PROFESSOR: Dr. Steven A. Del Chiaro
OFFICE: 318 Dudley Moorhead Hall

CONTACT INFORMATION:
E-mail: sdelchia@ email.sjsu.edu
Web page: http://www.drdelchiaro.com

SJSU Office Phone: 408.924.5612

OFFICE HOURS: Monday – Thursday, 9:00 am – 10:30 am.
Office hours are “drop in” times and are on a first come, first served basis. If you cannot make
these times, you can call, e-mail, or see me after class to set an appointment. I want to be
available to you. During office hours we can discuss questions about the course, psychology as a
career, or topics of interest to you. Please understand that I, just like you, have a busy schedule,
but will do my best to be available.

If you send me an e-mail, I will usually get back to you within 24 hours and I will always
respond to let you know that I have received your message. As a general rule, if you do not hear
from me, chances are I didn’t get the message, so you need to re-send it.

CATALOG COURSE DESCRIPTION:
This course is intended to provide you with an overview of clinical psychology. It will focus on
a variety of issues pertinent to the field with respect to settings, clients, practice, science,
training, ethics, culture, and directions the field is taking. We will also discuss assessment,
classification, approaches to therapy, demonstration of clinical effectiveness, and the ethics that
guide practice. We will highlight some general issues around psychological treatments. This
course will not cover in-depth the theories and methods of psychotherapy, as those 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
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:**
Specifically, our course objectives are as follows:

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 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
3. to understand the role of science in the study of clinical psychology and unique approaches to documenting clinical change (including clinical significance, single case methodology, and process coding methodology)
4. to have a basic familiarity with the major paradigms as used in the 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 delivery of case conceptualization and psychological interventions
6. to be familiar with the code of ethics for practicing psychotherapists and the limitations of confidentiality
7. to have a basic overview of the major theoretical paradigms and their approaches to psychopathology and corresponding psychological, social, and biological interventions
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

My assumption is that each student is taking this class because he or she feels it would advantage him or her in some way with respect to their training or graduate school interests. Because of this, you will be required to do not only the reading in the course but are encouraged to seek out additional references for your own education on topics that seem interesting or pertinent to your professional development.

**REQUIRED TEXT:**
ISBN: 9780495508229

**Required Course Reader.** *Readings for Clinical Psychology* (PSYC 160; Dr. Del Chiaro) This reader can be purchased from Maple Press Printing on San Carlos Street between 10th and 11th Streets.

The Trull text comes with some ancillaries that should help you learn more about clinical psychology. Access to the web site is available at: [http://www.wadsworth.com/psychology_t/](http://www.wadsworth.com/psychology_t/) (click on link to student resources, and then our textbook).

**ADDITIONAL READINGS:**
There are extensive reading assignments listed in the course outline. Additional reading assignments will be made throughout the course as warranted.
SYLLABUS POLICY:
The course syllabus presented in this document will be followed as closely as possible. However, the course syllabus, schedule, policies, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. This includes the tentative dates listed. Possible changes will be announced in advance by the instructor as if possible. Since such announcements are typically made during class, it is the student’s responsibility to clarify any of these changes that may have been made when the student is absent.

Although you will be responsible for all of the material in the assigned readings, some of the information may not be covered in class. Therefore, if there is material that is unclear to you it is highly recommended that you discuss this material with me at an appropriate time (e.g., during office hours). It is your responsibility to read the syllabus and ask questions about it so that you have a clear understanding of the expectations. If you are unclear about any of the requirements/expectations, then please set up a time to speak with me. I will be grading as though you have a clear understanding of the course requirements and material.

ATTENDANCE:
I will not be taking attendance. However, students are responsible for everything that is said and done in class. I strive to make my classes not only educational but also enjoyable. It is important to note that it is the student’s responsibility to withdraw from a course they do not wish to take. If you simply stop coming to the class and do not withdraw from the course, then you will still receive a grade that will be based on the completed work. Additionally, I encourage students to arrive on time for the class. However, I understand that extenuating circumstances do arise that can prevent your diligent efforts toward punctuality. If you are late to class, please take a seat in the row of desks/seats closest to the door in order to prevent disruption to the class. I hope you will take advantage of this policy only when absolutely necessary. Many important pieces of information are discussed in class, and students are responsible for knowing and complying with this information including changes in assignments. Please make appropriate adjustments to your schedule to allow for arrival to the class on time (e.g., arriving early to avoid traffic/parking problems).

CLASSROOM COURTESY AND DISRUPTIONS:
Class disruptions are not tolerated. Students will be asked to leave if they are being disruptive to fellow students or the professor. Disruptions include but are not limited to cell phones and pagers going off for any reason (even accidental), talking when not participating in an instructor-assigned activity, and not paying attention (e.g., reading the newspaper, sleeping). In addition, please place electronic communication devices (e.g., pagers, cell phones) on silent mode during class. If you must make or answer a call, please excuse yourself from class for such activity. In accordance with university policies on student conduct, it is expected that you will treat other students and the instructor with courtesy and respect. Additionally, this class is conducted where you have wireless Internet access, please do not “surf” the web. You may use your computer to take notes, but you must sit in the back of the classroom or along the wall with your screen out of other students view. In addition, if I or other students deem “keyboard noise” distracting, you will have to stop using the computer. This policy is in existence so that you do not distract me or other students. I reserve the right to ask you to put the computer away at any time. Failure to do so may result in you being asked to leave the classroom and dropped from the course.
DIVERSITY STATEMENT:
Consistent with the mission of San Jose State University, I welcome persons of differing backgrounds and experiences including but not limited to age, disability and health status, ethnicity and race, family structure, geographic region, language, religious/spiritual and secular beliefs, resident status, sex, sexual orientation and gender identity/expression, and socioeconomic status.

It is my goal to foster an environment in which diversity is recognized and embraced and every person is treated with dignity, respect, and justice. I hope that your academic experience in this course and at Foothill College will provide the opportunity to gain knowledge and experiences necessary to thrive in a diverse, global environment.

TAKING NOTES:
Since a portion of the lectures will not come from the assigned readings, taking lecture notes is very important. Coming to class prepared (e.g., thoroughly reading the assigned material) and paying close attention to lecture will benefit the student. Preparation through reading the assigned material will help the student with taking notes during class as the student will recognize some of the material as coming from the readings and as a result will not need to take copious notes on that portion. Should you happen to miss a class, you are welcome to obtain notes from a peer in the course. Also, please ask your peers in the course if you “missed anything important” and not the instructor. This question is considered rude by most professors including myself. It is important to note that those students who regularly attend class tend to do significantly better in the course.

SPECIAL NOTE:
San Jose State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disabled Student Resources Center.

INTERNET, WWW, AND E-MAIL ACCESS:
This course involves extensive use of the Internet for student research and assigned readings. All students are required to have access to the Internet via some means as well as an active/current e-mail address. If you do not have a computer or access to the Internet, you can use the computers in the computer lab on campus. Labs are typically open late on some evenings and also open on weekends.

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<thead>
<tr>
<th>IMPORTANT WEB ADDRESSES:</th>
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<tbody>
<tr>
<td>San Jose State University Web site</td>
<td><a href="http://sjsu.edu">http://sjsu.edu</a></td>
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<tr>
<td>Department of Psychology’s Web site</td>
<td><a href="http://psych.sjsu.edu">http://psych.sjsu.edu</a></td>
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<td>American Psychological Association</td>
<td><a href="http://www.apa.org/">http://www.apa.org/</a></td>
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<tr>
<td>SJSU Library’s Psychology Website</td>
<td><a href="http://www.sjlibrary.org/research/databases/sguide_sujectList.htm?subID=60&amp;getType=5">http://www.sjlibrary.org/research/databases/sguide_sujectList.htm?subID=60&amp;getType=5</a></td>
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<tr>
<td>Journal of Applied Behavior Analysis</td>
<td><a href="http://seab.envmed.rochester.edu/jaba/">http://seab.envmed.rochester.edu/jaba/</a></td>
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As with all sources of information, Internet sites tend to go out of date very quickly. Accuracy of all information gained from the Web sites should be crosschecked for accuracy.

**ACADEMIC (DIS)HONESTY:**
San Jose State University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments.

**COURSE CALENDAR:**
This schedule is approximate and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. We will work very hard to stay on schedule.

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<td>Class Business</td>
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<td>January 31</td>
<td>Introduction to the Course</td>
<td>Trull: Chapter 1</td>
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<td>February 2</td>
<td>Views of clinical psychology</td>
<td>Trull: Chapter 2</td>
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<td>Witmer (1907): <em>Clinical Psychology</em> (article)</td>
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<tr>
<td>February 7</td>
<td>Historical overview</td>
<td><strong>Quiz One Due (History)</strong></td>
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<td>Rosenhan: <em>Being sane in insane places</em> (article)</td>
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<td>Robins, Gosling, &amp; Craik: <em>Trends</em> (article)</td>
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<tr>
<td>February 9</td>
<td>Training issues</td>
<td><strong>Quiz Two Due (Training)</strong></td>
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<td>February 14</td>
<td>Graduate School</td>
<td>Hayes: <em>Thirteen rules of success</em> (article)</td>
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<td>Forsyth: <em>Applying to</em> (article)</td>
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<td>Supplement packet</td>
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<td>February 28</td>
<td>The Scientific Method</td>
<td><strong>Quiz Three Due (Science)</strong></td>
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<td>Trull: Chapter 4</td>
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<td>Kalal: <em>Critical thinking in clinical practice</em> (article)</td>
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<td>March 2</td>
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<td>Callaghan: <em>Demonstrating effectiveness</em> (article)</td>
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<td>Richards et al.: <em>Single subject research</em> (chapter)</td>
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<td>March 7</td>
<td>Video</td>
<td>History of Madness</td>
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<td>March 9</td>
<td>Exam Study Group Day</td>
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<td>March 14</td>
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<td>March 16</td>
<td>Classification</td>
<td><strong>Quiz Four Due (Classification)</strong></td>
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<td>March 21</td>
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<td>March 23</td>
<td>Assessment</td>
<td>Trull: Chapter p.237-256</td>
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<td>Trull: Chapter 10</td>
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<td><strong>Quiz Five Due (Assessment)</strong></td>
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<td>March 28</td>
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<td>Spring Break Woo-Hoo</td>
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<td>March 30</td>
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<td>Spring Break Woo-Hoo</td>
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<td>April 4</td>
<td>Assessment Continued.</td>
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<td>April 6</td>
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<td>April 11</td>
<td>Culture and Context</td>
<td><strong>Quiz Six Due (Culture)</strong></td>
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<td>Trull: p. 76-77</td>
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<td>Sue: <em>Psychotherapeutic Services for Ethnic Minorities</em> (article)</td>
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<td>Davidson: <em>Conceptual and Ethical Issues for GLB</em> (article)</td>
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<td>Kupers &amp; Ross: <em>Gender bias</em> (&quot;Issue 2&quot; – chapter)</td>
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<td>April 13</td>
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<td>April 18</td>
<td>Ethics</td>
<td><strong>Quiz Seven Due (Ethics)</strong></td>
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<td>Trull: p. 78-81</td>
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<td>Welfel: <em>Ethics</em> (chapter)</td>
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<td>April 20</td>
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<tr>
<td>April 25</td>
<td>Paper Feedback</td>
<td>INTERVIEW DRAFT DUE</td>
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</table>
### EXAMS:
There will be 2 exams. You must bring a number 2 pencil and a clean, unwrinkled Scantron (form no. 882-E) to the tests. Exams will be multiple-choice, short-answer and fill in. The tests will have questions from the text, lectures and videos. Each exam will be given during the lecture period, and you will have the class period to complete the exam. The exam grades are not curved. The final exam will be the 2nd exam and will count the same as the other exam. The final will not be cumulative. You will not be able to drop any of the exams. Students will not be allowed to use the restroom during the exam period and cell phone use during a test, or test review, will result in referral to Judicial Affairs and receive a course grade of NC. Rescheduling an exam will only be allowed for documented medical reasons or mandatory school activities. Please contact me prior to the day of the exam if you need to reschedule.

### TAKE HOME QUIZES:
The quizzes are take-home and must be printed by you from the website. If you have questions or problems notify me immediately. **Quizzes must be printed and turned in on the actual quiz form.** I will not accept answers hand-written on a blank piece of notebook or typing paper. If you have any difficulties printing the quizzes from home, notify me immediately. I will help you with this process.

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>References</th>
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<tr>
<td>April 27</td>
<td>Movie</td>
<td>Trull: Chapter 11, Chapter 13, Chapter 14, Quiz Nine Due (Humanistic and Behavioral Interventions) Chapter 12</td>
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<tr>
<td>May 2</td>
<td>Interventions</td>
<td>Trull: Chapter 11, Chapter 13, Chapter 14, Quiz Nine Due (Humanistic and Behavioral Interventions) Chapter 12</td>
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<tr>
<td>May 4</td>
<td>INTERVIEW PAPER DUE</td>
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<tr>
<td>May 9</td>
<td>Being a consumer/Future directions</td>
<td>Trull: Chapter 13, Chapter 14, Quiz Nine Due (Humanistic and Behavioral Interventions) Chapter 12</td>
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<tr>
<td>May 11</td>
<td></td>
<td>California Board of Psychology: consumer guide, Trull: p. 64-76, Humphreys: Clinical psychologists ... (article), DeLeon &amp; Wiggins Prescription (article), DeNelsky The case against (article), Quiz Ten Due (Advanced Issues)</td>
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<tr>
<td>May 16</td>
<td>Catch up day</td>
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<td>Friday,</td>
<td>FINAL EXAM</td>
<td>9:45 – 12:00</td>
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<td>May 20</td>
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Quizzes will be multiple-choice style and will be based on the assigned readings. All quizzes are due within the first 5 minutes of class according to the schedule below. Quizzes handed in after the first 5 minutes of class are considered late. Late quizzes will not be accepted.

The quizzes are worth 10 points each. There will be 10 quizzes given in total, and all of these scores from the 10 quizzes will count toward your grade. A total of 100 points possible will be available from your quiz scores. If you do not turn in the quiz, it will be counted as a zero.

These quizzes are meant to stimulate your reading of the text and keep you ahead of the lecture material. Your having completed the reading in advance will make the lecture and discussions much more interesting, I promise.

**WRITING PROJECTS: INTERVIEW PAPER**

The purpose of this paper is to have you get to know a bit about what other mental health professionals (psychologists, psychotherapists, MFTs, social workers, community psychologists, counselors) are doing in the field. This will help you learn what type of training they received, what they do and do not enjoy about their field, and help you make decisions about your place in the field of clinical psychology. Begin this early, it will take time to complete.

You must interview two different mental health professionals for this assignment. They must be degreed and/or licensed in an area of mental health or psychology (Ph.D., Psy.D., MS, MFT, MSW). Ph.D.s must be clinical psychologists, though they do not have to be currently practicing psychotherapy. Each person must be using clinical psychology skills in professional practice such as clinical work, teaching, research, consultation, administration, assessment, or a combination of these.

The two people must be doing primarily different things. For example, if one is an MFT who primarily is a clinician or therapist, the other cannot be primarily a therapist. If one is a child specialist clinician who is primarily an academic, then the other would need to hold a different degree, not be an academic, but could see children. Ideally, these two are employed in two entirely different settings (for example, in private practice vs. academics). You cannot interview two professors.

Possible resources include: hospitals, police departments, community mental health centers, universities, medical clinics, and private practice. (If you start with the yellow pages, begin calling people who have last names beginning with the same letter as your last name. This will avoid everyone calling psychologists for the “A” listing.)

Faculty who have degrees in clinical psychology here at SJSU may be interviewed, but only by 3 students at most. You must ask the faculty member how many students have asked. If the faculty member says 3 (or more), you cannot interview that person. Faculty members have way more things to do than 20 different interviews with 20 different students! You cannot interview me.
If you have any questions about who would count for this interview assignment, do NOT hesitate to ask me. I will approve or decline your request, but this will help (no matter what) ensure your assignment counts.

**STRUCTURE**

There will be three areas of assessed for the paper for *each* interview:

1. content of the interview
2. additional information gathered about this area of clinical psychology (e.g., salary, setting, special or extra training requirements, percentage of mental health professionals in this area, etc.). You are **required** to use **at least two outside references**. Your *text book does not count* here as an additional reference. You **CANNOT reference a web page or web resource**.
3. analysis of how the information applies to you (how do the two people compare; whether this is what you would want to do, and why or why not)

In the write-up do **not** use verbatim transcripts and avoid too many long direct quotes. I want you to synthesize the information you gather. Papers MUST NOT exceed 6 double-space typed pages for BOTH interviews, not including your required reference page. Include a reference section for all outside sources (does not count in 6 page maximum). Papers exceeding 6 pages (excluding references) will not be graded beyond the sixth page.

**You must provide the real name and a contact number for each of your interview participants. This contact information must be included on the References page following your mandatory two or more text references.** Do this as follows:

Susan Smith, MFT

*Center for Counseling and Rehabilitation*
San Jose, CA
(408) 555-1234

**GRADING CRITERIA**

There will be 100 points for the paper broken down as follows:

1. **Writing style (25 pts)**
   a. Grammar, punctuation, coherence, spelling, APA style usage
   b. Do NOT write in one long paragraph, break up your ideas into multiple paragraphs

2. **Accuracy and relevance of information presented (25 pts)**
   a. Includes interview material
      - **MUST** identify the names of the people you interviewed and their professional affiliation (agency, etc.)
      - Be **explicit** about their degree and license information, the populations with whom they work, and so on.
   b. Additional research completed
      - **TWO** references **minimally** are **required** and **must** be referenced using APA style

3. **Depth of content and analyses (30pts)**
   a. Comparing and contrasting roles, responsibilities, and education of both people
b. Analysis of information as it relates to your own career and educational choices

Your paper must be formatted in the following way. Use the items in bold as your headers (changing content where appropriate). The following is an example of the content, your content will change. You must follow this structure for this paper:

**Interview 1: John Smith, MFT**
[Text on interview 1 goes here following the required information above.]

**Additional Information about MFTs (in this context)**
[This is where you must provide at least one of the two required text references. You need to be sure your references match the content of whom you interviewed.]

**Interview 2: Sue Juarez, PhD**
[Text on interview 2 goes here following the required information above.]

**Additional Information about PhDs (in this context)**
[This is where you must provide the second of the two minimum required text references. You need to be sure your references match the content of whom you interviewed.]

**Analysis**
[This is where you will have paragraphs on a comparison of the two people and their jobs, a contrast, and how these interviews and outside research apply to you.]

**References**
[This is where you will put the minimum of two APA style references for the articles or texts referenced in your paper. You will also put the contact information for the two people you interviewed here.]

**SUGGESTIONS:**
Here are some suggestions for making your interview a smooth and professional one:
1. Dress appropriately.
2. Express your appreciation for the time the interviewee has set aside to talk with you. You do not need to be apologetic about it.
3. Write out your questions in advance.
4. Consider audio taping the interview so that you can focus on your interaction more than writing down copious notes. Do NOT tape without first asking permission.
5. Questions to consider asking in the interview:
   - What are your primary responsibilities? Secondary responsibilities?
   - Could you describe your typical work day/week?
   - What do you most/least enjoy about your work?
   - What kind of problems do you help people with?
   - What approach do you take to help with these problems?
   - Could you tell me about your education?
   - How did you chose the schools you attended?
• Do you have any specialized training that helps in your job?
• Do you have suggestions about ways I can gain experience and skills in the field?
• If someone were interested in a job similar to yours, what qualifications would be needed?
• In what way do you see/think the field of clinical psychology is changing?
• Do these current changes affect how you do your job?

6. I would like you to send a brief thank you note after the interview. This demonstrates professionalism and appreciation for their time. It also increases the likelihood that the person will be available for students in the future.

**MMPI-2 WRITING ASSIGNMENT**

This assignment will have the student experience administration of the MMPI-2. Choose a person willing to take the MMPI-2 and NOT RECEIVE RESULTS. The rationale for this is that if the test shows that there needs to be further investigation into a possible pathology, I do not have the resources to follow up. The student will then write about their experience.

Next, for this assignment, students will research journals and write about areas of clinical psychology regarding assessment. The student will find two current research articles and write an article summary for each. One of the articles must be about the MMPI-2. Article summaries will be completed as follows:

1. Put a complete APA reference for the article at the beginning of your summary.
2. Each summary is 2 paragraphs long and approximately 200 - 250 words total. The first paragraph summarizes the authors’ purpose (~1 sentence) and methods (~3-5 sentences). The second paragraph summarizes the results (~2-4 sentences) and the authors’ discussion and conclusions (~2-3 sentences).
3. After the initial sample article summary, attach a copy of the first page of the article (including the abstract) to your summary.

**ADDITIONAL INFORMATION ABOUT PAPERS**

1. Your papers need be organized - you should be developing a central idea in each section and the reader should be able to follow the logic of your argument. Each paragraph should have a coherent theme and paragraphs should follow each other in an organized manner. Read over your papers to be sure that there is a logical order to them.

2. Watch for grammatical errors, particularly sentence fragments and run-on sentences. More than five spelling or grammatical errors will result in points deducted from final grades. More than ten will result in a zero (0). I encourage you to have your paper proof read.

3. Your papers will be typewritten, double-spaced, one-inch margins, using Times New Roman (or VERY similar) font.

4. On a sheet attached to the front of all your papers, type the Title of your paper. In addition you must include Name, Course, Course Number, Semester/Year, and Due Date.
5. Citations/references included in your paper are to be done according to APA style as described in the Publication Manual of the American Psychological Association, 4th Edition, which is available in the library, the campus bookstore, and on-line. You should have at least 2 references for every paper and they will be listed on a separate sheet of paper attached to the back of your assignment.

NO LATE WORK ACCEPTED

GRADES:
Grading will be based on the sum of the following:
1. 2 exams covering lectures, films, guest speakers, outside readings and the text are worth 100 points each (200).
2. Ten quizzes will be worth 10 points each (100).
3. Interview Paper will be worth 60 points (80).
4. MMPI administration paper worth 40 points (20).

The grade scale is as follows:

- A = 94 – 100%
- A- = 90 – 93%
- B+ = 87 – 89%
- B = 83 – 86%
- B- = 80 – 82%
- C+ = 77 – 79%
- C = 73 – 76%
- C- = 70 – 72%
- D+ = 67 – 69%
- D = 60 – 66%
- F = 0 – 59%

Name                          Email
1. ___________________________   ___________________________
2. ___________________________   ___________________________
3. ___________________________   ___________________________
4. ___________________________   ___________________________
5. ___________________________   ___________________________