Instructor: Glenn M. Callaghan, Ph.D.
Office Location: DMH 322
Telephone: (408) 924-5610
Email: Glenn.Callaghan@sjsu.edu
Office Hours: M: 8:30-9:00; W: 8:30-9:00, 3:30-4:00; or by appointment
Class Days/Time: M & W 9:00 - 10:15
Classroom: DMH 355
Prerequisites: Psychology 1

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Desire 2 Learn (D2L) (http://sjsu.desire2lean.com). You can get there directly or through my faculty web page accessible through the SJSU home page (search my last name) or http://www.sjsu.edu/people/glenn.callaghan.

Course Description
This course is intended to provide you with an overview of field 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, the relevance of culture, gender, and other contextual variables, and the ethics that guide practice. We will highlight some general issues around psychological treatments and the theories that guide them. This course will not cover the theories and methods of psychotherapy in-depth, 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 and research.

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.

**Course Goals and Student Learning Objectives**

Specifically, our course objectives are as follows:

- **CLO1** – to develop a broad understanding of the field of clinical psychology including its historical roots and the current issues facing the field.
- **CLO2** – 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.
- **CLO3** – 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).
- **CLO4** – to have a basic familiarity with the major paradigms as used in the assessment, classification, and treatment of psychological problems.
- **CLO5** – to familiarize students with the essential role that culture, gender, and other contextual variables play in the delivery of case conceptualization and psychological interventions.
- **CLO6** – to be familiar with the code of ethics for practicing psychotherapists and the limitations of confidentiality.
- **CLO7** – to have a basic overview of the major theoretical paradigms and their approaches to psychopathology and corresponding psychological, social, and biological interventions.
- **CLO8** – 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.

**Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements:

- **PLO1** – *Knowledge Base of Psychology* – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- **PLO2** – *Research Methods in Psychology* – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Definition of a Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Required Texts/Readings
There are two sources of readings for this course. Both are required reading. The text can be purchased from the bookstore or on-line at your favorite used (or new) site. We will also be using a reader. I expect you to have completed the readings prior to the class meeting, including the book and the assigned articles. This will greatly facilitate our discussions and will help you get answers to questions that will arise while you read each assignment.


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

Classroom Protocol
The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur (except the last exam). You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of tests. Check the class web site if you cannot
be in class and want to check the times for exams, etc. Generally, I will lecture in class, and participation is highly encouraged. Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.

**Recording and Intellectual Property**

Common courtesy and professional behavior dictates that you notify someone when you are recording him or her. You must obtain the instructor's permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his or her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

If you would like to record the lecture, ask me (in person) before doing so. You may not record any part of the lecture unless you ask me first. I appreciate you doing this.

**Professional Communication**

The best method of contacting me is via email. Please allow 1-2 business days for a response. I do not typically respond to email on weekends.

Use the email address listed on this syllabus. I will not respond to emails sent to D2L.

Email is NOT a place to get extensive help with exam questions or with papers. If you have questions about a paper or larger assignment, you must come to office hours to discuss them; I will not read drafts of papers over email. If you have specific questions about an upcoming exam with respect to material covered, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.

As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com). If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 7-11-07).
2. In the greeting, please address your professor by his or her title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hangover, or whatever, please do not make requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences.
8. Do not use abbreviations for words that are often used in text messages.
9. Use upper and lower case letters.
10. Be sure to use correct grammar and spelling in your message.
11. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

**Personal Computer (Laptop) Use**

All of the notes for the course are available for you to print out and bring to class. In general you do not need to have a laptop for the class lectures. If you prefer to take notes on your laptop, you need to see me for permission to bring the laptop to the class. You cannot use a laptop or any computer device in class unless you have spoken to me first. Without exception, laptop users will sit in the first two rows of the classroom. You may never connect to the internet during class or use your computer for personal or entertainment purposes during class time.

**Classroom Etiquette**

There are only a few real issues here, and they are easy. In general, the guiding principles are to be respectful and attend to what is going on in class. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

1. Be on time. If you are more than 5-10 minutes late, you should not come into the class. This is particularly true for presentation days.
2. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
3. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
4. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
5. Never use a cell phone during an examination period.
6. Do not text message during lecture.
7. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams. If you use a computer, please use it for course related work during class time.
8. Do not sleep during class.

Desire 2 Learn and E-Campus

This course is now entirely on Desire 2 Learn. To get there go to https://sjsu.desire2learn.com/. A link can be also found on my faculty web page: http://www.sjsu.edu/people/glenn.callaghan. You are responsible for regularly checking the website. Announcements will be made there.

See http://www.online.sjsu.edu for more information regarding using Desire to Learn.

All of the material shown on the overheads in lectures is available on the course website for you to download. These materials are not, I repeat, are not, meant to be a substitute for coming to class. Please remember that these notes are for your convenience. I may add material or make slight changes to the notes that you download. When this occurs, I expect that you will simply take additional notes on the material that I provide in class. If you like the notes, I encourage you to download them in advance. This way, if we get ahead, you will have the notes.

In addition to the lecture notes, you will also find links to the online quizzes for the course, practice test items, and a few other bits of important information, like the on-line version of the DSM and the Updated Course Schedule (see below). I, of course, will announce all schedule changes in class and make a big deal of this. But if you can’t make it to class, check the web page. You do not need to get these materials to do well in the class; they are there for your convenience, if you want them. If you have any trouble getting this information come and talk to me, I can likely help.

Attendance

Attendance is not required, but it is strongly encouraged. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. Class is also the time to have any questions answered that you may have. Material not presented in class but which appears in assigned readings will also be included on the exams. The exams tend to cover a bit more from lecture than the text, but the text will be represented. The lectures are not a simple reiteration of the text and will contain different material. If you see contradictions between the lecture and the material in the text, please do not hesitate to ask about this in class.

Office Hours

My office is room DMH 322. My phone number there is 924-5610. If I am not in my office, please leave a message for me at this number. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can call, e-mail, or see me after class to set an appointment. I want to be available to you. If you
call or email me, you can generally expect a response back in 48 hours during the week. If you call or email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

The best time to catch me is right after class, but let me know if you need to see me at another time. With office hours it is first come, first served. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

Please note that I am a busy professor, but I absolutely want to make time for our meetings. If I am unavailable at a time you try to see me, let me know, and we will make time to meet together.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at 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/. The Late Drop Policy is available at 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/.

Assignments and Grading Policy

Grading is based on the following:

1. case vignette assignment (100 points)
2. sum of your online home quizzes (100 points)
3. statement of intent (100 points)
4. in-class assignments [values statement; your graduate training] (50 points)

Online Quizzes

The “quizzes” are meant to stimulate your reading of the text and keep you ahead of the lecture material. All quizzes will be multiple-choice and will be based on the assigned readings.

The quizzes are completed on Desire2Learn at your convenience (not during class). They will be available online each week and due according to the schedule below. Quizzes will only be due as posted online and will not be able to be turned in later than that deadline. Quizzes will typically only be available for the week prior to the deadline. I cannot print or re-open a quiz for you if you miss one. Please keep track of your quiz schedule and the scores you receive.
If you do not complete a quiz on time and have not emailed me in advance, do not ask me to attempt to reopen it for you. You need to complete these by the deadline posted on D2L.

**IMPORTANT NOTE ABOUT THE QUIZZES:** You must be certain to save your answers (the “save all” option) BEFORE hitting the “finish” button to submit your quiz. If you do not save the answers, you will receive a score of 0 for having no answers completed. If this occurs accidentally, notify me immediately.

**In Class Assignments**

There will be at least two brief in class assignments given. These will focus on your goals and your graduate school interests. This is a task that is meant to encourage class attendance and class participation. It is also meant to help clarify your goals and values for what you want to do in the future. It will likely take some outside of class preparation in order to do well on the in-class part of the task.

**Vignette Paper**

The vignette response paper is an opportunity for students to apply the knowledge they have gained in the course to a fictitious clinical case. The case provides an opportunity to express and develop knowledge about cultural issues, ethics, treatment planning, diagnostic issues, and more. Writing on the vignette should begin by mid semester and will take a considerable amount of time. The full assignment is on the course website. You MUST follow the instructions for the write up as they appear on the assignment. This is a scholarly assignment, but you are allowed to talk in the first person, assuming this is your client. However, keep the language more formal and professional. This is how you would talk about your own clients as a psychotherapist.

**Statement of Intent (Personal Statement)**

Over the course of the semester, I would like you to work on your personal statement that could be used for graduate study, scholarship submission, or other post-baccalaureate study. This is a statement that is written for a particular program, and we will work on it as if you are applying to a particular program (even if you are not, will not, or do not know that program yet; in that case, we make up that program!). There are key elements to this, and it takes much, much more time than you think it will or should take. There will be more information about this posted on-line to D2L and given in class. This is designed to be useful to you and help with one of the hardest parts of the application process.

**Online and in-person (hard copy) submissions**

You must turn in your vignette paper and your statement of intent (personal statement) in two ways: (1) in person, printed copy of the completed paper; and (2) online upload on Desire2Learn. This is a plagiarism detection and originality analysis system. You will receive feedback about the amount of copying you may have done in your paper before
you turn in your final version. You can still correct any mistakes or plagiarism based on this feedback BEFORE you turn in your final paper by the deadline. Once the deadline has arrived, the last version uploaded will be your final paper. The following file types are compatible with the online process: MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain Text. If you plagiarize your paper it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university. I assume that you have completed the plagiarism (tutorial available here: http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm) by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes.

You must also turn in hard (printed) copies the day each of the papers is due.

Please contact me with questions BEFORE the paper is due.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sjsu.edu/senate/S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development 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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 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 DRC (Disability Resource Center) to establish a record of their disability.

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 motivate them to become self-directed learners. The center
provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center
Writing comprises a large percentage of your grade in this course; however, it is not expressly a course instructing better writing skills. I am always happy to look at drafts of your paper, but I cannot teach you grammatical or other essential skills to better your writing. You are better off seeking assistance from me for content in your paper and going elsewhere for help with basic writing skills. I strongly encourage you seek assistance with your writing at the San Jose State University Writing Center in Clark Hall, Suite 126. It is a free service to students and will typically result in a much better paper for this course. Given that a portion of the paper grade is based on writing, grammar, and spelling, you should consider utilizing this service. Their contact information is 408-924-2308 or on the web at 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 reservation required. Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/.
# Psychology 160, Clinical Psychology, Fall, 2012

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.

Articles are numbered and should be in the same order here, on the quizzes, and in the *Course Reader*.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Quiz Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-22</td>
<td>Introduction to course</td>
<td>Trull: pp. 1-21</td>
<td></td>
</tr>
<tr>
<td>10-3, 10-8, 10-10</td>
<td>Ethics of Clinical Practice</td>
<td>Trull: p. 78-81 1. Welfel: <em>Ethics</em> (chapter) 2. Knapp: (article)</td>
<td>Quiz 4 (Ethics) Due 10-3</td>
</tr>
<tr>
<td>10-15</td>
<td>Statement of Intent due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Quiz Due</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
| 10-15, 10-17, 10-22, 10-24 | Interventions: Theory, Technique, Style, & Practice | Trull: Chapter 11  
Trull: Chapter 12  
Trull: Chapter 13  
Trull: Chapter 14  
1. Yalom: (chapter)  
2. Young & Weishaar: (chapter) | Quiz 5 (Interventions)  
Due 10-15  
Quiz 6 (Humanistic & Behavioral)  
Due 10-22 |
| 10-31, 11-5, 11-7, 11-14 | Classification & Assessment in Clinical Psychology | Trull: Chapter 5  
Trull: Chapter 6  
Trull: p. 237-256  
Trull: Chapter 10 | Quiz 7 (Classification)  
Due 10-29  
Quiz 8 (Assessment)  
Due 11-7 |
1. Sue: (article)  
2. Davidson: (article)  
3. Kleinman & Benson: (article)  
4. Ross, et al.: ("Issue 2" – chapter) | Quiz 9 (Culture)  
Due 11-19 |
| 12-3, 12-5, 12-10 | The Science of Psychotherapy: Evidence and Accountability | Trull: Chapter 4  
1. APA Task Force: (article)  
2. Messer: (article)  
3. Patterson et al (article)  
4. Richards et al.: (chapter)  
5. Callaghan: (article) | Quiz 10 (Science)  
Due 12-3 |
| 12-10 | Vignette Response due | | |
| EXAM 2 | FINAL: Scheduled for Monday, December 17, 7:15-9:30 | | |