San José State University  
College of Social Sciences  
Psychology 243, Fieldwork, Fall, 2012

Instructor: Glenn M. Callaghan, Ph.D.  
Office Location: DMH 322  
Telephone: (408) 924-5610  
Email: Glenn.Callaghan@sjsu.edu  
Office Hours: M & W 8:30-9:00, W: 3:30-4:00  
Class Days/Time: W 1:30 – 3:30  
Classroom: HGH 255  
Prerequisites: Admission to MS Clinical Program and student in good standing

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 (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 is the first part of a year-long graduate course intended to directly complement your required clinical fieldwork placement as part of your training in the MS Clinical program here at SJSU. The course serves multiple functions including addressing and developing professional skills, addressing challenges in fieldwork placements, and providing general consultation of ongoing clinical cases. This course will never provide direct supervision of cases in lieu of that required by fieldwork placement supervisors. However, we will use the opportunity of meeting to discuss broader issues as they apply to the clinical training of qualified psychotherapists and provide case consultation as needed.

We will attempt to use the fieldwork course across both semesters to address and ameliorate any deficits in training that become apparent to the student clinician, the instructor of this course or any other, or the program director. This may include creating assignments during the semester to develop or strengthen these identified skills areas. Any assignments that are created for the course will be mandatory. Course credit will be assigned based on attendance of the course, participation, completion of hours, AND completion of assignments that occur during the semester.
Discussion topics we will engage may include:

- Professional Issues such as
- Consulting with MDs/Psychiatrists
- Dealing with chronically suicidal clients
- Handling a client’s suicide
- Accountability and data management
- Interpersonal Development Issues such as
- Therapist disclosure
- Issues of “countertransferrence” and therapist feelings in-session
- Dealing with sexuality and attraction in-session

These focused discussions are intended to stimulate both intellectual engagement and the personal challenges and concerns inherent in each topic. I am asking that each student be willing to “show up” to the discussions ready to talk both about the academic issues and personal struggles he or she may have in each area. This course is not a designed to be process group, and you are not required to disclose more than you would in any other professional arena. However, in order to get the most out of these discussions, I am asking that you be willing to come at the discussion thoughtfully and non-defensively.

Course Goals and Student Learning Objectives

Specifically, our course objectives are as follows:

- **CLO1** – to develop case presentation and conceptualization skills
- **CLO2** – Continue to facilitate and trouble-shoot receiving adequate on-site supervision of therapy cases for fieldwork
- **CLO3** – Develop consultation skills for providing suggestions to other therapists
- **CLO4** – Develop professional skills for engaging various aspects of the mental health profession
- **CLO5** – Continue to refine skills to engage in the highest level of professional and ethical mental health service provision
- **CLO6** – Provide illustrations of competent clinical practice including the use of clinical data
- **CLO7** – Continue to develop an understanding of strengths and challenges as a psychotherapist
- **CLO8** – Develop an understanding of professional burnout and the importance of self-care as a psychotherapist

Program Learning Outcomes (PLO)

Upon successful completion of the MS in Clinical Psychology requirements:

1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention

1.2 Students will demonstrate knowledge of empirically supported clinical
interventions and evidence ability to select treatments for individual clients given this literature

2.1 Students will demonstrate effective integration and communication of clinical case material

2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials

2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers

2.4 Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases

3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches

4.1 Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases

5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

**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.

Email me using the address given above. Please do not email using D2L. I will not respond to those messages.

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**

You will not need a laptop for this course, and they are not allowed to be used during our meetings.

**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. The only way that supervision and fieldwork courses are able to do well is when all members trust that information is kept confidential. This is especially true of client information, but it also true of what others disclose in the context of their own development. Treat all material discussed in this class as you would client material.

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.
**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.

**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.

**Grading Policy**

**Course Credit**

Course credit is contingent on satisfactorily completing all of the following:

**Attendance**

Attendance is essentially required for this course. Missing one class is not going to cause major difficulties, but missing two is a big problem, and you will not get credit for the course if you miss three or more meetings. I expect to be notified in advance if you will miss class.
Completion of Contact Hours

You will be required to show evidence that you have completed all of the minimum face-to-face hours at the close of the semester. You need to have signed verification from your supervisor on BBS documentation sheets stating that these hours were supervised and you received the correct amount of supervision for all 150 (or more) hours. You cannot receive course credit unless these hours are completed, and I am provided signed verification of them.

Supervisor Feedback and Evaluation of Internship

You will be required to turn in the supervisor evaluation of your performance and your own evaluation of the internship in the last week of classes. These cannot be completed prior to the close of the semester. These forms will be provided to you by me. You must receive a satisfactory written evaluation from your fieldwork supervisor to continue on in this course.

If at any time you are unclear on the requirements to pass the course, do not hesitate to talk with me.

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/.

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/