San José State University
Department of Psychology
PSYC 160, Clinical Psychology, Sec. 3
Fall 2012

Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
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Office Hours: Mondays 11:00 – 12:30 and Tuesdays 1 – 2:30
Class Days/Time: T/TH 9:00-10:15
Classroom: DMH 353
Prerequisites: PSYC 001

Course Description
From Catalog: Survey of clinical psychology as profession and the role of the clinical psychologist as therapist, diagnostician, administrator, scientist and agent of individual and social change.

Prerequisites: PSYC 001. Although SJSU may or may not enforce prerequisites during registration, the lack of a prerequisite is not sufficient to justify a course drop after the drop deadline. Please contact the instructor if you do not have the listed prerequisites.

Desire2Learn
Copies of the course materials such as the syllabus, readings, etc. may be found on the D2L website for this course (https://sjsu.desire2learn.com/). All of the material presented via PowerPoint will be available on D2L, as well as the articles you will need to read. These materials are not meant to be a substitute for coming to class. You should plan to take your own notes based off of the slides I present during class. The slides serve as an outline only and aren’t a comprehensive overview of the class lecture or discussion.

Learning Outcomes
Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:
CLO1: understand the historical and contextual roots of clinical psychology and their impact on its current role in healthcare

CLO2: have a basic familiarity with the major models used in the assessment, classification, and treatment of psychological problems

CLO3: be familiar with the major issues in the field of clinical psychology, including the role of managed care, the role of cultural issues in assessment and treatment, and scientific accountability of clinical practice.

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.

Required Texts/Readings

Textbook


Other Readings

Journal articles are part of the required readings for the course. They will be posted on the D2L website for this course, and will be discussed on Thursdays. Since this is an upper level course, I expect that you will come prepared to discuss the article and how it relates to our textbook.

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 forty-five 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 including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, 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.

**Classroom Protocol**

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 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). Please place 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, since this class is conducted where you have wireless Internet access, please do not browse the web during class. 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 your laptop use distracting to others, 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.

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. If you have to miss a class, I strongly recommend that you speak with somebody in the class about what you missed and get any additional notes that they took, since the notes available for download will often only be an outline and the notes taken in class will be a better source of preparation for exams. Please do not email me and ask me what you missed.

**Recording of Class Lectures**

Common courtesy and professional behavior dictates that you notify someone when you are recording him/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.

- If you need/want to record my lecture, please ask me prior to class in order to obtain my consent.

- If you need/want to record the class at a time when active participation of students or guests may be on the recording, permission of those students or guests also needs to be obtained.
Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/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.

**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**

This class has a total of 590 points:

1) 11 reading quizzes @ 10 points each (based on the text) = 110

   Reading Quizzes are completed prior to our Tuesday classes on D2L. Quizzes open at 10:15am on Tuesdays and close at 9:00am on the following Tuesday. The quizzes are meant to keep you on track with the week’s reading and make sure that you come to class prepared to discuss the text. Please let me know if you have trouble accessing the quizzes on D2L. **There are no make-up quizzes, so please be sure you access the quizzes during the open windows on D2L.**

2) 12 activities/discussions @ 15 points each (typically based on the article) = 180

   Thursdays will typically be devoted to discussion about the assigned articles and an individual or group activity. Format of the activity will vary each week. Part of your grade for each activity is based on how much you participate during the Thursday discussion about the article or the activity. **There are no make-up activity points.**

3) Midterm and Final = 200 points each

   The midterm and final will be multiple choice and will be based on the readings and class discussion. Material that is discussed more frequently in class will be favored on the exams. You will be allowed to re-schedule an exam only for medical reasons or if you have a mandatory school activity. However, you must bring me a note to that effect from a doctor or from the school advisor of that
activity (such as the coach). Please contact me prior to the day of the exam if you cannot make the exam time (for the above reasons only). The final exam will count the same as any other exam. The final will not be cumulative. **The final exam will be given on Tuesday December 18th from 7:15am – 9:30am.**

4) **Historical Figure Report = 50 points**

The Historical Figure report is one of two brief papers for this course. Papers should be at least 4 pages and no more than 5 pages, excluding title page and references. Anything over the 5 page limit won’t be graded. Papers should be in APA style, and points will be deducted if they aren’t. For this paper, you will pick a historical figure in psychology important to the development of clinical psychology (see D2L for suggestions). You will need to let me know which historical figure you’ve picked by the end of the day on Sept. 11.

**General guidelines for the paper:** You need to use legitimate references. You can use your textbooks/articles we’ve read in the course, but do not use websites. If you find a good article referred to on the web, get it, read it, and use that original source. Double space all sections of the paper (including references). Use a 12pt font only, and 1 inch margins all around the paper. This is all APA style, the use of which will be part of your paper grade. Please be sure to use the 6th edition of the APA style manual.

**Late policy for this paper:** Papers are due in D2L by the start of class. A paper is considered late if it is not turned in by the start of class. Papers that are 24 hours late will automatically lose 10 points. Papers that are more than 24 hours late will receive no points. Please upload your paper in a doc or docx format. Please note that D2L has a plagiarism detection system. You will be able to see a plagiarism report on your paper before uploading it. Please take this information seriously, as papers with plagiarism will receive an automatic zero.

5) **Clinical Case Report = 50 points**

The Clinical Case report will involve you responding to a clinical scenario that I provide. Students will be assigned one of two case scenarios. You will be provided with a set of questions about the case and will be asked to answer these questions in a narrative paper (e.g., don’t just type out an answer to each question; the paper needs to flow without listing each question). Since this assignment is due at the end of the semester, it is expected that you will incorporate our class discussions and readings into your paper. Papers should be at least 3 pages and no more than 5 pages, excluding title page and references. Anything over the five page limit won’t be graded. This paper is based primarily on your opinion about the questions posed for the case, though **it is expected that you cite your textbook and at least one article we read for class.**
**Late policy for this paper:** Papers are due in D2L by the start of class. A paper is considered late if it is not turned in by the start of class. Papers that are 24 hours late will automatically lose 10 points. Papers that are more than 24 hours late will receive no points. The above information about general guidelines for the paper (APA style, no websites, and plagiarism policies) applies to this paper as well.

**University Policies**

**Academic integrity**

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

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

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.
Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. 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. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

Student Success and Wellness

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.
## Psyc 160 / Clinical Psychology, Fall 2012, Course Schedule

Note: Schedule is subject to change with fair notice – if changed, I will announce it in class and via email.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/23/12</td>
<td>Introduction; Syllabus Review</td>
<td>Ch. 1</td>
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<tr>
<td>2</td>
<td>8/28 and 8/30/12</td>
<td>Defining Clinical Psychology and Current Controversies</td>
<td>T: Ch. 2 &amp; 3 Th: Walsh (2004), De Los Reyes &amp; Kazdin (2008)</td>
<td>T: Quiz 1 Th: Group Activity 1</td>
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<tr>
<td>3</td>
<td>9/4 and 9/6/12</td>
<td>Cultural Issues</td>
<td>T: Ch. 4 Th: Sinha (2002)</td>
<td>T: Quiz 2 Th: Group Activity 2</td>
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<tr>
<td>4</td>
<td>9/11 and 9/13/12</td>
<td>Ethics</td>
<td>T: Ch. 5 Th: Erickson (2001), Mallen, Vogel &amp; Rochlen (2005)</td>
<td>T: Quiz 3 Historical figure selection due by end of day (email) Th: Group Activity 3</td>
</tr>
<tr>
<td>5</td>
<td>9/18 and 9/20/12</td>
<td>Research</td>
<td>T: Ch. 6 Th: Murray &amp; Chamberlain (1998)</td>
<td>T: Quiz 4 Th: Group Activity 4</td>
</tr>
<tr>
<td>6</td>
<td>9/25 and 9/27/12</td>
<td>Diagnosis and the Clinical Interview</td>
<td>T: Ch. 7 &amp; 8 Th: Bradford (2010)</td>
<td>T: Historical Figure Report Due Th: Group Activity 5</td>
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<td>7</td>
<td>10/2 and 10/4/12</td>
<td>MIDTERM (Ch 1-8 + articles) Assessment I</td>
<td>T: MIDTERM Th: Ch. 9</td>
<td>T: MIDTERM; Distribute Ethical Case Scenario Th: Group Activity 6</td>
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<tr>
<td>8</td>
<td>10/9 and 10/11/12</td>
<td>Assessment II</td>
<td>T: Ch. 10 Th: Sellbom et al. (2007)</td>
<td>T: Quiz 5 Th: Group Activity 7</td>
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<tr>
<td>9</td>
<td>10/16 and 10/18/12</td>
<td>Psychotherapy Intro</td>
<td>T: Ch. 11 Th: La Roche &amp; Christopher (2008)</td>
<td>T: Quiz 6 Th: Group Activity 8</td>
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<tr>
<td>11</td>
<td>10/30 and 11/1/12</td>
<td>Humanistic Psychotherapy</td>
<td>T: Ch. 13 Th: Schnellbacher &amp; Leijssen (2009)</td>
<td>T: Quiz 8 Th: Group Activity 10</td>
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<tr>
<td>13</td>
<td>11/13 and</td>
<td>Cognitive</td>
<td>T: Ch. 15</td>
<td>T: Quiz 10</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Tuesday (T)</td>
<td>Thursday (Th)</td>
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<tr>
<td>14</td>
<td>11/20 and 11/22/12</td>
<td>Group/Family Psychotherapy</td>
<td>T: Ch. 16</td>
<td>Th: HOLIDAY</td>
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<td>T: Quiz 11</td>
<td>Th: HOLIDAY</td>
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<tr>
<td>15</td>
<td>11/27 and 11/29/12</td>
<td>Clinical Child and Adolescent Psychotherapy</td>
<td>T: Ch. 17</td>
<td>Th: Clinical Case Paper Due</td>
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<tr>
<td>16</td>
<td>12/4 and 12/6/12</td>
<td>Health and Forensic Psychology</td>
<td>T: Ch. 18, 19</td>
<td>Th: Final Review</td>
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**Tuesday December 18th 7:15am – 9:30am: FINAL EXAM (CH. 9-19 + articles)**