San Jose State University
Clinical Psychology

Three Units

PSYCHOLOGY 160.02

Class Number 28365

Spring 2012

Clark 117

January 25 – May 15, 2012

Monday/Wednesday 10:30 – 11:45

PROFESSOR: Dr. Steven A. Del Chiaro

OFFICE: 318 Dudley Moorhead Hall

CONTACT INFORMATION:
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SJSU Office Phone: 408.924.5612
Web page: http://www.drdelchiaro.com

OFFICE HOURS: Tuesday/Thursday 8:00 – 9:00 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 as well as the first chapter to preview for free. Access to the web site is available at: http://www.cengage.com/search/productOverview.do?Ntt=trull||9780534633875&N=16&Ns=P_CopyRight_Year%7C1&Ntk=all%7C%7CP_Isbn13

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.

DROPPING AND ADDING:
Students are responsible for understanding the policies and procedures about adding/dropping courses, 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/.

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.

<table>
<thead>
<tr>
<th>IMPORTANT WEB ADDRESSES:</th>
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<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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<tr>
<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.silibrary.org/research/databases/sguide_subject_list.htm?subID=60&amp;getType=5">http://www.silibrary.org/research/databases/sguide_subject_list.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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<tr>
<td>Behavior Analysis Resources</td>
<td><a href="http://www.coedu.usf.edu/behavior/bares.htm">http://www.coedu.usf.edu/behavior/bares.htm</a></td>
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<tr>
<td>American Psychological Society</td>
<td><a href="http://www.psychologicalscience.org/">http://www.psychologicalscience.org/</a></td>
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<tr>
<td>ERIC Test Locator</td>
<td><a href="http://ericae.net/">http://ericae.net/</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.
ADDITIONAL RESOURCES

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. 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 appointment is required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

King Library Tutorials
Some excellent resources for students who are required to write scholarly papers are the tutorials offered online through the King Library. Visit the link below and explore the page and all the resources available to you. You will find information on how to find books and articles for your research, searching databases, selecting and evaluating sources, and even how to avoid plagiarism. http://libguides.sjsu.edu/tutorials
**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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<tr>
<td>January 30</td>
<td>Introduction to the Course</td>
<td>Trull: Chapter 1</td>
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<tr>
<td>February 1</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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<td>February 6</td>
<td>Views of clinical psychology</td>
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<td>February 8</td>
<td>Video</td>
<td>History of Madness</td>
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<td>Historical overview</td>
<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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<td>February 15</td>
<td>Historical overview</td>
<td>Quiz One Due (History)</td>
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<td>February 20</td>
<td>Training issues</td>
<td>Trull: p. 57-64</td>
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<td>Trull: p. 18-27</td>
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<td>Barlow, Hayes, &amp; Nelson: <em>Scientist Practitioner</em> (chapter)</td>
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<td>Patterson et al.: <em>Evidence Based Practice for MFTs</em> (article)</td>
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<td>February 22</td>
<td>Training issues</td>
<td>Quiz Two Due (Training)</td>
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<td>February 27</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 29</td>
<td>Graduate School</td>
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<td>March 5</td>
<td>The Scientific Method</td>
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<td>Kalal: <em>Critical thinking in clinical practice</em> (article)</td>
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<td>March 7</td>
<td>The Scientific Method</td>
<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>Quiz Three Due (Science)</td>
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<td>March 12</td>
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<td>Quiz Four Due (Classification)</td>
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<td>Interview Paper Due</td>
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<td>March 26</td>
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<td>April 2</td>
<td>Assessment</td>
<td>Trull: Chapter p.237-256</td>
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<td>April 4</td>
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<td>Culture and Context</td>
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<td>April 9</td>
<td>Culture and Context</td>
<td>Sue: <em>Psychotherapeutic Services for Ethnic Minorities</em> (article)</td>
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<td>April 9</td>
<td>Culture and Context</td>
<td>Davidson: <em>Conceptual and Ethical Issues for GLB</em> (article)</td>
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<tr>
<td>April 9</td>
<td>Culture and Context</td>
<td>Kupers &amp; Ross: <em>Gender bias</em> <em>&quot;Issue 2&quot;</em> – chapter</td>
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<td>April 11</td>
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<td>April 16</td>
<td>Ethics</td>
<td>Trull: p. 78-81</td>
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<td>Welfel: <em>Ethics</em> (chapter)</td>
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<tr>
<td>April 23</td>
<td>Interventions</td>
<td>Trull: Chapter 12</td>
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<tr>
<td>April 23</td>
<td>Interventions</td>
<td>Yalom: <em>Three Unopened Letters</em> (chapter)</td>
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<td>April 25</td>
<td>Interventions</td>
<td>Trull: Chapter 13</td>
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<td>April 25</td>
<td>Interventions</td>
<td>Trull: Chapter 14</td>
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<tr>
<td>April 30</td>
<td>Being a consumer/</td>
<td>California Board of Psychology: <em>consumer guide</em></td>
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<tr>
<td>April 30</td>
<td>Future directions</td>
<td>Trull: p. 64-76</td>
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<td>Humphreys: <em>Clinical psychologists...</em> (article)</td>
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<td>DeLeon &amp; Wiggins <em>Prescription</em> (article)</td>
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<td>DeNelsky <em>The case against</em> (article)</td>
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<td>May 2</td>
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<td>California Board of Psychology: <em>consumer guide</em></td>
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<td>May 2</td>
<td>Future directions</td>
<td>Trull: p. 64-76</td>
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<td>May 7</td>
<td>Careers</td>
<td>Humphreys: <em>Clinical psychologists...</em> (article)</td>
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<td>May 9</td>
<td>Careers</td>
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<td>May 14</td>
<td>Catch Up Day</td>
<td>DeNelsky <em>The case against</em> (article)</td>
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<td>Friday, May 18</td>
<td>9:45 – 12:00</td>
<td>Final Exam</td>
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**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.

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:**

**Description**
This assignment is intended to foster critical thinking skills with respect to a current issue in the field of clinical psychology. It is also intended to promote understanding of how the issues inherent in the topic affect you as a person and future professional. Finally, it is designed to promote your research and writing skills.

The paper will be a **6-page minimum, 8-page maximum** (the required reference page does not count as part of either of those figures) double-spaced paper that addresses a controversial or contemporary issue in the field of clinical psychology. You may use one of the topics that was discussed in class (e.g., from Chapter 3 in your text), or you may choose another topic of interest pending instructor approval. Some potential topics are outlined below.

Because you will be required to include **at least 3 (preferably 5) peer-reviewed, scholarly references** (i.e., not your text, and not internet sites), you are advised to begin this assignment early to ensure that there is enough research on your topic. All too often, students wait until the last minute to begin and then realize that they do not have enough material to complete a project.

**Grading**
The grading structure for the paper will be as follows:

1. **Technicalities/Mechanics:**
   a. APA style (e.g., title page, spacing, headings, subheadings, etc.)
   b. Spelling, grammar, punctuation
   c. Overall organization (e.g., appropriate paragraph length, transitions, cohesiveness, etc.)
2. Content:
   a. Give a background on the topic- what is the issue at hand?
   b. What are the opposing viewpoints on this topic? (This is a good place to cite references such as summaries, experts’ opinions, etc.).
   c. How is this topic relevant to the field of clinical psychology? In other words, how would it affect the field if conclusions were to be made in one direction or the other? How is it already affecting the field? If there are no actual studies pertaining to your topic, you may also include positional papers where experts write on the topic and give their opinion.
   d. What are some of the logistics involved in this topic? For example, how do the different viewpoints affect the predominant theories, required training, financial issues (e.g., income, funding) and other “byproducts” of this issue?

3. Analysis:
   a. Now that you have described the debate and others’ thoughts on it, describe your own opinion on the topic and defend it. You will NOT be evaluated on the stance you take but, rather, how you support your argument. Do not worry if your opinion does not “match” the experts in the field or what you suspect your instructor believes. You are entitled to your own opinion on this topic—you are only expected to defend it in a rational, logical, persuasive manner.
   b. Some things to consider including in this summary are: why do you feel the way you do about this topic? Why do you think this topic resonates with you? As a future professional, how will this issue affect you positively or negatively? With whose opinions do you most identify or agree?
   c. You can also include research on this topic in this section- this could be research that more directly pertains to the study of the issue rather than others’ opinions of it (e.g., what has been the effect in states in which psychologists have prescription privileges?) How does the research support or dispute your opinion?
   d. Also note that you may cite research that indirectly pertains to the debate but that supports your viewpoint. For instance, if you are discussing the prescription privileges issue, you might research the effectiveness of psychotherapy vs. medication in the treatment of a particular disorder and use the findings to support your view on whether prescription privileges are a good or bad idea. It is hoped that through curiosity and creativity, you will learn about more than just the controversial issue itself!

Potential Topics for This Assignment
- Prescription privileges for psychologists: Should psychologists be given the license to prescribe psychotropic medications for their clients?
- The mandate to use evidence-based interventions in practice (e.g., third party payor, managed care demands): Should psychologists be required to use evidence-based approaches in treating their clients? What about other areas of clinical psychology (e.g., research, teaching, etc.)?
- Ph.D. vs. Psy.D. training programs: What is the difference between these two types of training, and is one more suited for clinical practice than the other?
- Manualized vs. unstructured treatment approaches: Should psychologists use manualized approaches in treating their clients?
- Evidence-based approaches vs. “treatment as is”: What does the research show about the effectiveness of traditional therapies vs. more modern therapies? Should psychologists have a right to choose?
- Clinical psychology as an art vs. clinical psychology as a science: Is clinical psychology an art, a science, both, or neither? Why don’t some clinicians use science?
• Dual relationships: What does the APA ethics code say about multiple relationships? When are they appropriate or not appropriate to the therapeutic relationship?
• Medication vs. therapy: Which is more effective in treating psychological disorders? Are there differences with respect to different disorders? What about short-term vs. long-term benefits?
• Popular psychology (“pop psychology”): Should psychologists and psychiatrists like Dr. Phil and Dr. Drew be give mental health advice in public forums? Is this professional or ethical? What are the pros and cons with respect to the field of clinical psychology?

Note: You are not expected to answer every single question listed- these are just to give you a basic framework and some ideas/guidelines for how to proceed with the paper. You may also choose a topic that is not listed above, pending instructor approval.

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 a 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. The person must be using clinical psychology skills in professional practice such as clinical work, teaching, research, consultation, administration, assessment, or a combination of these.

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 3 double-space typed pages for the interview, not including your required reference and cover page. Include a reference section for all outside sources (does not count in 3 page maximum). Papers exceeding 3 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 40 points for the paper broken down as follows:

1. Writing style (10 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 (15 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 (15 pts)
   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.]

**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.

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.

Ten (10) points will be deducted for each day an assignment is late. An assignment is considered late if a hard copy is not turned in by the end of the class period it is due. I do not accept electronic copies of assignments.

GRADES:
Grading will be based on the sum of the following:
1. Two 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 40 points (40).
4. Research Paper will be worth 80 points (80).

The grade scale is as follows:

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