San José State University
Department of Psychology
PSYC 160 Section 2
Clinical Psychology
Spring 2013

Instructor: Jennifer Gregg, PhD
Office Location: DMH 317
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Email: Jennifer.gregg@sjsu.edu
Office Hours: Tuesdays and Thursdays 8:00am – 9:00am
Class Days/Time: Tuesdays and Thursdays 1:30 – 2:45
Classroom: DMH 356
Prerequisites: Prerequisite: 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.

This course is designed to introduce you to the field of clinical psychology. Over this semester we will discuss the history of clinical psychology and how the field has come to the place where it is today, the major tasks of a clinical psychologist, and current issues in the field as it moves forward in the healthcare industry.

Learning Outcomes
Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:
CLO1: to understand the historical and contextual roots of clinical psychology and their impact on its current role in healthcare
CLO2: to have a basic familiarity with the major models used in the assessment, classification, and treatment of psychological problems
CLO3: to 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)

This course directly contributes to four Program Learning Objectives stated by the Psychology department. 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.

*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

See course website for list of additional readings.

Classroom Protocol

This classroom is a professional environment for you, and should be treated that way. There is a lot of interaction in this class, both with the professor and with your fellow students in groups, so professionalism on your part is very important. Here are some basic guidelines, for those of you who have little experience in a professional context:

- Turn your phone off before class begins and never, ever text or take a call during class. If you have an emergency, please excuse yourself and go out of the room.
- Please do not sleep in this class. I know there are special cases where something comes up and you must attend class when you’re not your best, but please do not
disrespect me or your fellow students by sleeping here. If I catch you sleeping, you will be asked to leave.

- **You may not use a laptop in this class unless you sign an Agreement of Proper Computer Use.** This agreement requires you to confirm your understanding of the penalty for using your computer for *anything* except taking notes in this class: immediate, non-negotiable failure of the course. Inappropriate computer use by other students is the number one complaint I receive, so please do not be tempted to assume that if you sit in the back of the room you will not be caught surfing the web in my class. You will.

- When communicating with me by email, please be professional. You are practicing for professional communication for the rest of your working career when you interact with your professors and having an email address that tells me of your sexual interests, or sending me a message that contains no capital letters or punctuation or utilizes numbers to create words will make me think that you have suffered some type of head injury and should be rushed to the hospital.

- Please be respectful of the thoughts, opinions, and experiences of others. Many of the topics in this class may have personal significance to some students. Please make a special effort to listen to one another – particularly while in the groups, since the temptation is there to socialize with other group members rather than listen to the person speaking.

### Canvas and E-Campus

This course is now on the new learning system for the University, Canvas. To get there go to [https://instructure.com](https://instructure.com). The login is your SJSUOne name and the password is your SJSUOne password. Easy peasy.

All of the material shown on the overheads in lectures will be available on Canvas **after class.** These materials are not meant to be a substitute for coming to class, and they will not be available until after the material is discussed in class. In that this an upper division course, my expectation is that you will be very engaged in the material as it is being discussed in class, and will use the notes as reference, either during or after class, and to prepare for examinations rather than a way to not be present physically or intellectually in class.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along, as well as copies of the additional readings required for this course. If you have trouble accessing the webpage or downloading any of the items there, come and talk to me.

### Office Hours

My office is room DMH 317. My phone number there is 924-5621. If I am not in my office, please leave a message for me at this number or, better yet, email me. 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. 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.

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 sum of the following (there is no extra credit available for this course unless announced by the professor during the semester):

- 12 quizzes 10 questions, 20 points per quiz, 220 total quiz points
- 2 exams 200 points total
- 2 papers 125 points total
- 1 presentation 100 points total (group project)

645 points possible in the course

Quizzes

Each topic area in this class will have two in-class quizzes at the beginning of the class date where the topic is begun. The first quiz will be taken individually, and the second quiz will be the exact same quiz, taken in a group. Quizzes will be multiple-choice style and will be based on the assigned readings. Both types of quizzes are closed-book and notes will not be permitted.

Each set of quizzes is worth 20 points, and your score will be determined by averaging your individual quiz score and your group quiz score. The lowest individual/group combination score will be dropped. Note that this does not mean that your lowest individual quiz and your lowest group quiz will be dropped, but that the lowest two-quiz topic score will be dropped to allow for an unavoidable missed class or a rough night. A total of 240 points possible will be available from your quiz scores. If you do not turn in
the individual quiz, you will get 0/10 plus your group score, and if you miss class on the
day of an individual/group quiz, you will get a 0/20.

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.

Exams
There will be 2 exams. The exams will cover both readings from the text and class
lectures. The exams will be multiple-choice format and will have 50 questions. You will
need a scantron (Form 882-E) for each exam. Each exam will be given during the lecture
period, and you will have 1 hour and 10 minutes to complete the exam.

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. The final exam will count
the same as any other exam. The final will not be cumulative.

Papers
There will be two paper assignments in this class. The first paper will be a short (2-3
page) description of your career goals, due in the third week of the semester. The
purpose of this paper will be to focus your thinking about your own career priorities in
this and other classes, and allow you to expand and contrast your interests with the topics
discussed over the course of this class. This paper is worth 25 points.

The second paper will be an analysis of the topic of your group presentation (discussed
below) and will be 5-7 pages in length. The paper is an individual assignment and will be
100% your own work, but will cover the topic of your group presentation. I recognize
that this means group members will likely have overlap in the sources and arguments of
their papers, but the writing, formulation, and analysis should be your own. This paper is
worth 100 points.

Presentation
For each of the current issues in clinical psychology discussed in the final module of the
class, groups will be assigned one side of one issue to state in a group presentation.
These presentations will be approximately 15 minutes each, and should be presented in
powerpoint format. Groups will be responsible for stating the case of one side of an issue,
and a second group will present the case for the opposing side. The purpose of these
presentations is to allow students to delve deeper into a topic in clinical psychology as
well as developing skills for negotiating roles in a group project and presenting in front of
the class. The topics will include:
1. Is the shift toward a Managed Care model good for clinical psychology?

2. Should clinical psychologists adopt prescription privileges?

3. Is the field’s current emphasis on cultural understandings of behavior a subtle form of stereotyping?

4. Should clinical psychologists rely more on statistical predictions and prepackaged treatments than clinical judgment and individual patients?

**Online submissions**

You must turn in your papers to the online upload on Canvas. 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.

**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. 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 – I tend to think that *the whole* class period is fascinating and important, and I’m not likely to have time to recreate it for you over email. Remember that professors tend to emphasize what they think is most important about a given topic in lecture, so this is generally the content that you should be most familiar with for assessments such as exams and papers.

**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/
# 160: Clinical Psychology, Spring 2012, Course Schedule

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<td><strong>Introduction to course and Clinical Psychology</strong></td>
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<td>1/24/13</td>
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<tr>
<td>Week 2</td>
<td><strong>Overview of Clinical Psychology</strong></td>
<td>Ch. 1 Trull (pp. 4-18)</td>
<td>Quiz 1 (ch. 2)</td>
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<td>Ch. 2 Trull</td>
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<td><strong>Historical Underpinnings of Clinical Psychology</strong></td>
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<td>Week 3</td>
<td><strong>Models of Training in Clinical Psychology</strong></td>
<td>Ch. 1 Trull (pp. 18-30)</td>
<td>Quiz 2</td>
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<td>2/5/13</td>
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<td>Optional Readings:</td>
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<td>Research &amp; Science in Clinical Psychology</td>
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<td>Week 5</td>
<td>Research &amp; Science in Clinical Psychology</td>
<td>Trull ch. 5 &amp; 6</td>
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<tr>
<td>2/21/13</td>
<td>Assessment &amp; Diagnosis</td>
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<td>Week 6</td>
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<td>2/26/13</td>
<td>Assessment &amp; Diagnosis</td>
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<td>2/28/13</td>
<td>Interventions Overview</td>
<td>Trull Ch. 11</td>
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<td>Week 7</td>
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<tr>
<td>3/5/13</td>
<td>Interventions Overview</td>
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<td>3/7/13</td>
<td>Interventions Overview</td>
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<td>Week 8</td>
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<tr>
<td>3/13/13</td>
<td>Psychodynamic &amp; Humanistic Perspectives</td>
<td>Trull Ch. 12 &amp; 13</td>
<td>Quiz 6</td>
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<td>3/19/13</td>
<td>Cognitive &amp; Behavioral, and Couples Perspectives</td>
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<td>3/21/13</td>
<td>Cognitive &amp; Behavioral, and Couples Perspectives</td>
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<td><strong>4/2/13</strong></td>
<td>Exam 1</td>
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<td>4/4/13</td>
<td>Introduction to critical topics in Clinical Psychology</td>
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<td>Clinical Vs. Statistical Prediction</td>
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<td>Dawes, R.M., Faust, D., &amp; Meehl, P.E.</td>
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                                   *Science, 243*, 1668-1674.                                           |        |
| Week 14  |                                            |                                                                           |        |
                                       *American Psychologist, 58*, 116-129.                                      | Quiz 10|
| 4/25/13  | Effects of Managed Care group presentation |                                                                           |        |
| Week 15  |                                            |                                                                           |        |
                                       Knapp, S., VanderCreek, L. (2007). When values of different cultures conflict: Ethical decision making in a multicultural context.  
                                       Professional psychology: Research and Practice, 38, 660-666.                     | Quiz 11|
| 5/2/13   | Role of Cultural Competency in Clinical Practice group presentation |                                                                           |        |
|--------|--------|------------------------------------------|---------------------|-------------------------------|
| 5/9/13 | Prescription Privileges for Psychologists group presentation | | | |
| 5/15/13 12:15 – 2:30 | Final Exam | | | |