San José State University  
College of Social Sciences  
Psychology 243, Fieldwork, Spring, 2013

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Office Hours: Mondays 8:30-9:00; Wednesdays 8:15-9:00; 4:15-5:00
Class Days/Time: W 1:30 - 4:15
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 second 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 “countertransference” 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 Learning Outcomes

Specifically, our course objectives are as follows:

1. Continue to develop case presentation and conceptualization skills
2. Continue to facilitate and trouble-shoot receiving adequate on-site supervision of therapy cases for fieldwork
3. Develop consultation skills for providing suggestions to other therapists
4. Develop professional skills for engaging various aspects of the mental health profession
5. Continue to refine skills to engage in the highest level of professional and ethical mental health service provision
6. Provide illustrations of competent clinical practice including the use of clinical data
7. Continue to develop an understanding of strengths and challenges as a psychotherapist
8. Develop an understanding of professional burnout and the importance of self-care as a psychotherapist

Program Learning Outcomes (PLO)

Upon completion of the MS in Clinical Psychology…

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.

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.

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/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 would like to record my lectures, ask me before doing so.

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.
**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 class. (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 class.
7. Attend to the discussions. Do not work on any other course material during class, including studying for other exams.
8. Do not sleep during class.

**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

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf 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 at http://www.at.sjsu.edu/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully
navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Suite 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 staff can be found at http://www.sjsu.edu/writingcenter/about/staff/.

**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.