Course and Contact Information

Instructor: Sarah Nadeau, M.S.
Office Location: Clark Hall 140 (Psychology office)
Telephone: (408) 924 5606 (please email me instead!)
Email: Sarah.nadeau@sjsu.edu
Office Hours: Thursdays, 10.30am – 11.30am
Class Days/Time: Tuesdays and Thursdays 9am – 10.15am
Classroom: Clark Hall 303
Prerequisites: PSYC 1

Canvas and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System at http://sjsu.instructure.com. Use your SJSUOne login and password. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu to learn of any updates.

Course Description
From the SJSU Catalog: A 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 intended to provide you with an overview of field 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, the relevance of culture, gender, and other contextual variables, and the ethics that guide practice. We will highlight some general issues around psychological treatments and the theories that guide them. This course will not cover the theories and methods of psychotherapy in-depth, 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 and research.

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.

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

- CLO1 – to develop a broad understanding of the field of clinical psychology including its historical roots and the current issues facing the field
- CLO2 – 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
- CLO3 – 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)
- CLO4 – to have a basic familiarity with the major paradigms as used in the assessment, classification, and treatment of psychological problems
- CLO5 – to familiarize students with the essential role that culture, gender, and other contextual variables play in the delivery of case conceptualization and psychological interventions
- CLO6 – to be familiar with the code of ethics for practicing psychotherapists and the limitations of confidentiality
- CLO7 – to have a basic overview of the major theoretical paradigms and their approaches to psychopathology and corresponding psychological, social, and biological interventions
- CLO8 – 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

**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**


  You must buy this edition as it contains recent updates relating to the DSM-5.
Other Readings
Additional readings will be provided on the Canvas learning management system course website.

Library Liaison for Psychology Department
Poo, Adriana, Phone: (408) 808-2019, Email: adriana.poo@sjsu.edu

Course Requirements and Assignments

Online Quizzes
The “quizzes” are meant to stimulate your reading of the text and keep you ahead of the lecture material. All quizzes will be multiple-choice and will be based on the assigned readings. The quizzes are completed on Canvas at your convenience (not during class). They will be available online each week and due according to the schedule below.

According to Canvas, you can log in and out to do the quiz, as long as you save your answers. The quizzes have a due date, but they **are not timed**, and they can be completed in multiple sessions. HOWEVER, some students have had problems with the quizzes submitting themselves between log-ins, so I would suggest doing them in one sitting.

Quizzes will only be **due as posted online** and will not be able to be turned in later than that deadline. Quizzes will typically only be available for the week prior to the deadline. I cannot print or re-open a quiz for you if you miss one. Please keep track of your quiz schedule and the scores you receive. Please do not ask me to make a special case for you after you miss a quiz due date. Students have informed me that sometimes they experience problems logging into Canvas late at night or very early in the morning to complete quizzes. Please allow yourself sufficient time to accommodate delays caused by technical difficulties such as these. If you email me after a quiz has closed saying that you had technical difficulties, I will not be able to help you.

The quizzes address the follow learning outcomes: CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, PLO1, and PLO2.

In-class activities/responses
I plan to have 8 in-class brief responses based on the activities, demonstrations, and/or discussions that occur during class time. These will be brief and basic but will allow you to explore the content a little bit more. These really are meant to encourage class attendance and class participation. We will evaluate how well they serve these goals during the semester.

If you miss an in class assignment, please do **NOT** ask to do it anyway. You cannot make these up after they have been completed. You can only turn in the in class assignment if you came to class that day.

In-class activities will cover a variety of learning outcomes depending on the needs of the class.

Vignette Assignment
The vignette response paper is an opportunity for students to apply the knowledge they have gained in the course to a fictitious clinical case. The case provides an opportunity to express and develop knowledge about cultural issues, ethics, treatment planning, diagnostic issues, and more. Writing on the vignette should begin by mid semester and will take a considerable amount of time. The full assignment is on the course website. You **MUST** follow the instructions for the write-up as they appear on the assignment. This is a scholarly assignment, but you are allowed to talk in the first person, assuming this is your client. However, keep the language more formal and professional. This is how you would talk about your own clients as a psychotherapist.
This vignette assignment will be turned in toward the end of the semester and will be submitted online.

**Choice Assignment – Statement of Intent or Interview a Professional**

You will have an option to complete one of two assignments this semester. Both will have the same due date, and both take time and research to complete.

This assignment addresses the follow learning outcomes: CLO2, CLO8.

1 - **Statement of Intent for Graduate School**

If you choose this option, you will work on a complete version of your statement of intent (also called a personal statement) that could be used for applying graduate study or other post-baccalaureate study. It will need to a final draft, one worthy of submitting to graduate school. The good news is that you will get a lot of feedback about how it would do, if you sent it in this way.

This is a statement that is written for a particular program, and we will discuss it as if you are applying to a particular program. Part of this task is choosing a program and then crafting a statement to successfully be considered for admission. There are key elements to this, and it takes much, much more time than you think it will (or should take). There will be more information about this posted on-line and given in class. This is designed to be useful to you and help with one of the hardest parts of the application process.

You must turn in your statement of intent (personal statement) by uploading it in Canvas. You will be required to submit it through TurnItIn. 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. I assume that you have completed the plagiarism tutorial available here: [http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm](http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm) by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes.

Please contact me with questions BEFORE the paper is due. **The full instructions and grading criteria are on Canvas.**

2 - **Interview a Professional**

For some of you, you may not be ready to attempt the statement of intent, and that is fine. I assume that one reason for this is that you do not know the type of graduate program to which you will apply. In this case, you may complete the assignment to interview a professional in the clinical field of your choice. You may not interview a faculty member, unless you and I have discussed this. For the majority of you, that will not be the path you will pursue, so interviewing an academic may not be as useful. The assignment itself is posted online. This Interview a Professional assignment will be turned in as scheduled of the semester and will be submitted online.

The full instructions and grading criteria are on Canvas.

**Final Examination or Evaluation**

There will be a final evaluation that will involve a class discussion covering all of the topics presented over the duration of the course. Each class member will be expected to come prepared and contribute to the discussion. Full details and grading criteria will be posted on Canvas.
Grading Information

There will be 400 points available in the course.

Grading is based on the following:

1. Case vignette assignment (100 points)
2. 10 online home quizzes (10 points each \( \times 10 = 100 \) points)
3. Statement of intent/Interview a professional paper (100 points)
4. 8 In-class activities/responses (10 points each \( \times 8 = 80 \) points)
5. Final evaluation (20 points)

The grading scheme for this course is determined as follows:

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
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<td>A</td>
<td>98-93%</td>
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<td>A-</td>
<td>92-90%</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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Classroom Protocol

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the assignments are due. You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of assignments. Check the class web site if you cannot be in class and want to check the due dates. Generally, I will lecture in class, and participation is highly encouraged. Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.

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. 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.
2. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
3. 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.
4. Never bring out a cell phone during an examination period.
5. Do not text message during lecture.
6. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
7. Do not sleep during class.

Attendance

Attendance is essentially required, as there will be a variety of in-class assignments. In this case, I expect you to come to every class. However, there will not be something due every day, and I do not take roll. If you do not attend classes regularly, you will definitely miss some of the in-class assignments.
Class is also the time to have any questions answered that you may have. The lectures are not a simple reiteration of the text and will contain different material. If you see contradictions between the lecture and the material in the text, please do not hesitate to ask about this in class.

**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. Please use the email address listed on this syllabus. I do not respond to emails sent to Canvas as frequently.

Email is NOT a place to get extensive help with exam questions or with papers. If you have questions about a paper or larger assignment, you must come to office hours to discuss them; I will not read drafts of papers over email. If you have specific questions about an upcoming exam with respect to material covered, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.

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., Ms., 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).

**Technology Use**

All of the notes for the course are available for you to print out and bring to class. In general you do not need to have a laptop for the class lectures. If you prefer to take notes on your laptop, you need to see me for permission to bring the laptop to the class. **You cannot use a laptop or any computer device in class unless you have spoken to me first.** Without exception, laptop users will sit in the first two rows of the classroom. You may never connect to the internet during class or use your computer for personal or entertainment purposes during class time.
Attending class is something you have paid to do. I will attend to the lecture, and the assumption is that you will, too. If you do not or cannot attend to the lecture, you should not come to class that day. This is not to be anti-technology or unduly cruel; it is to share expectations of professional meeting and interactions that are part of any job.

*If you use your smart-phone, computer, or other device to connect to the internet or to text during class, you will be asked to leave the class.*

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/)

**Academic Integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at [http://www.sjsu.edu/senate/docs/S07-2.pdf](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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/](http://www.sjsu.edu/studentconduct/).

If you are found to be violating the Academic Integrity Policy, you will fail the assignment, which is likely to result in also failing the class.

**Counseling Center**

The SJSU Counseling Services is located in the Student Wellness Center (at the corner of 7th Street and San Carlos, across from the Event Center) in Room 300B. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at [http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling).
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<tr>
<th>Week</th>
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<th>Topics, Readings, Assignments, Deadlines</th>
<th>Reading</th>
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<tr>
<td>1</td>
<td>8/25</td>
<td>Introduction to the course</td>
<td>Pomerantz: pp 4-5</td>
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<td>2</td>
<td>8/30</td>
<td>Perspectives, History, &amp; Critical Thinking</td>
<td>Pomerantz: Ch 2 Articles: Witmer, Rosenhan, Kalal, Bankart (chapters 2 &amp; 3), Szasz, Smith</td>
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<td>The Training of Clinical Psychology</td>
<td>Pomerantz: pp 5-25 Articles: Norcross; Barlow et al.; McFall; Norcross, Castle et al.; Green &amp; McNamara</td>
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<td>The Ins and Outs of Graduate School - Applications and Attendance</td>
<td>Articles: MFT Qualifications sheet; Arnold &amp; Kelly; Forsyth &amp; Wulfert; Hayes; Jay; Kramer</td>
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<td>10/6</td>
<td>Ethics of Clinical Practice</td>
<td>Pomerantz: Ch 5 Articles: Welfel chapter, Knapp, APA Ethical Principles</td>
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<td>Ethics of Clinical Practice</td>
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<td>10/13</td>
<td>Ethics of Clinical Practice</td>
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<td>Ethics of Clinical Practice</td>
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| 9    | 10/20  | Interventions: Theory, Technique, Style, & Practice | **Pomerantz:** Ch 12, 13, 14, 15  
**Articles:** Yalom, Young & Weshar | **Statement of Intent/ Interview paper due** |
| 10   | 10/25  | Interventions                            |         | Quiz 5 due               |
| 10   | 10/27  | Interventions                            |         |                          |
| 11   | 11/1   | Interventions                            |         | Quiz 6 due               |
| 11   | 11/3   | Classification & Assessment in Clinical Psychology |         |                          |
| 12   | 11/8   | Classification & Assessment              | **Pomerantz:** Ch 7, 8, 9, 10 | Quiz 7 due               |
| 12   | 11/10  | Classification & Assessment              |         |                          |
| 13   | 11/15  | Classification & Assessment              |         | Quiz 8 due               |
| 13   | 11/17  | Culture and Context: Appreciation, Competence, & Biases | **Pomerantz:** Ch 4  
**Articles:** Sue, Davidson, Kleinman & Benson, Kupers, Ross et al. |                          |
| 14   | 11/22  | Culture and Context                      |         | Quiz 9 due               |
| 14   | 11/24  | THANKSGIVING HOLIDAY – NO CLASS          |         |                          |
| 15   | 11/29  | The Science of Psychotherapy: Evidence and Accountability | **Pomerantz:** Ch 3, 6, 11  
**Articles:** APA Task Force article, Messer, Patterson et al., Richards et al., Callaghan | Quiz 10 due               |
| 15   | 12/1   | The Science of Psychotherapy             |         | Vignette Response due    |
| 16   | 12/6   | The Science of Psychotherapy             |         |                          |
| 16   | 12/8   | The Science of Psychotherapy             |         |                          |
| Final Exam | 12/16 | Scheduled: 7.15am – 9.30am Clark 303 |         |                          |