San José State University

Psychology

PSYC 160, Clinical Psychology, Section 03, Spring, 2016

Instructor: Sarah Nadeau, M.S.
Office Location: DMH 230
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: DMH 353
Prerequisites: PSYC 1

Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. To access it, go to https://instructure.com. Use your SJSUOne login and password. You are responsible for regularly checking the announcements section to learn of any updates.

Course Description

From the SJSU 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 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.

**Learning Outcomes and Course Goals**

**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

Required 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.

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 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.

Paper 1: Choice of Writing Assignment:

Statement of Intent for Graduate School 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.

**Statement of Intent Option**

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) in two ways: (1) in person, printed copy of the completed paper; and (2) 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. 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.

You **must** also turn in hard (printed) copies the day the Statement of Intent is due.

Please contact me with questions BEFORE the paper is due.

The full instructions and grading criteria are on Canvas.

**Interview a Professional Option**

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 field of your choice. You may not interview a faculty member, unless you and have discussed this. For the majority of you, that will not be the path you will peruse, 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 and as a hard copy in person.

The full instructions and grading criteria are on Canvas.

**Paper 2: Vignette Paper**

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 and as a hard copy in person.
The full instructions and grading criteria are on Canvas.

This assignment addresses the following learning outcomes: CLO3, CLO5, CLO6, PLO3, PLO4, and PLO5

**Grading Policy**

There will be 380 points available in the course.

Grading is based on the following:

1. Case vignette assignment (100 points)
2. Sum of your online home quizzes (100 points)
3. Statement of intent/Interview a professional paper (100 points)
4. In-class responses [8 at 10 points each] (80 points)

The grading scheme for this course is determined as follows:

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<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
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<tr>
<td>A</td>
<td>98-93%</td>
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<tr>
<td>A-</td>
<td>92-90%</td>
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<tr>
<td>B+</td>
<td>89-87%</td>
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<td>B</td>
<td>86-83%</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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<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.

**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.

**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.

**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.

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).
Personal Computer (Laptop) 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 web or text during class, you will be asked to leave the class.*

University Policies

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 year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. 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/.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate 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. Such 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. 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.

Please email me if you wish to record this class.

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 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/.

If you are found to be violating the Academic Integrity Policy, you will fail the assignment, which may result in also failing the class.
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 Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/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

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers.
addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**SJSU Counseling Services**

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.
# Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Reading</th>
<th>Due</th>
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<tr>
<td>1</td>
<td>1/28</td>
<td>Introduction to the course</td>
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<td>2/2</td>
<td>Perspectives, History, &amp; Critical Thinking</td>
<td><strong>Pomerantz</strong>: pp 4-5</td>
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<td>3</td>
<td>2/11</td>
<td>Perspectives, History, &amp; Critical Thinking</td>
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<td>4</td>
<td>2/16</td>
<td>The Training of Clinical Psychology</td>
<td><strong>Pomerantz</strong>: pp 5-25; Articles:</td>
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<td></td>
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<td>Norcross; Barlow et al.; McFall;</td>
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<td>Norcross, Castle et al.; Green</td>
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<td>&amp; McNamara</td>
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<td>2/18</td>
<td>The Training of Clinical Psychology</td>
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<td>5</td>
<td>2/25</td>
<td>The Ins and Outs of Graduate School - Applications and Attendance</td>
<td><strong>Articles</strong>: MFT Qualifications</td>
<td>Quiz 3 due</td>
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<td>sheet; Arnold &amp; Kelly; Forsyth &amp;</td>
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<td>Wulfert; Hayes; Jay; Kramer</td>
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<td>The Ins and Outs of Graduate School</td>
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<td>Ethics of Clinical Practice</td>
<td><strong>Pomerantz</strong>: Ch 5; Articles:</td>
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<td>Welfel chapter, Knapp, APA Ethical</td>
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<td>Principles</td>
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<td>Ethics of Clinical Practice</td>
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<td>3/24</td>
<td>Interventions: Theory, Technique, Style, &amp; Practice</td>
<td><strong>Pomerantz</strong>: Ch 12, 13, 14, 15;</td>
<td>Statement of Intent/</td>
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<td>Articles: Yalom, Young &amp; Weshar</td>
<td>Interview paper due</td>
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<td>3/29</td>
<td><strong>SPRING BREAK</strong></td>
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<td>Week</td>
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<td>Reading</td>
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<tr>
<td>10</td>
<td>3/31</td>
<td>SPRING BREAK</td>
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<td>11</td>
<td>4/5</td>
<td>Interventions</td>
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<td>11</td>
<td>4/7</td>
<td>Interventions</td>
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<td>Classification &amp; Assessment in Clinical Psychology</td>
<td>Pomerantz: Ch 7, 8, 9, 10</td>
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<td>4/21</td>
<td>Culture and Context: Appreciation, Competence, &amp; Biases</td>
<td>Pomerantz: Ch 4 Articles: Sue, Davidson, Kleinman &amp; Benson, Kupers, Ross et al.</td>
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<td>5/3</td>
<td>The Science of Psychotherapy: Evidence and Accountability</td>
<td>Pomerantz: Ch 3, 6, 11 Articles: APA Task Force article, Messer, Patterson et al., Richards et al., Callaghan</td>
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<td>Vignette Response due</td>
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<td>16</td>
<td>5/12</td>
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<td>Final Exam</td>
<td>5/19</td>
<td>Scheduled: 7.15am – 9.30am DMH 353</td>
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