San José State University
Department of Psychology
PSYC 160.1 Clinical Psychology
Fall, 2017

Instructor: Dr. Steven Del Chiaro
Office Location: DMH 342
Telephone: (408) 924-5612
Email: Use canvas for communication
Office Hours: Wednesday 8:30-9:00 am & By Appointment
Class Days/Time: M/W 10:30 – 11:45 am
Classroom: Dudley Moorhead Hall 356

Course Web Page
We will be using canvas this session.

Logging Into Canvas
Canvas Login URL: https://sjsu.instructure.com/. Please note that it should NOT have the "www" at the start of the URL like many other websites. All students and faculty must first set up their SJSUOne account before accessing Canvas. To do so, go to http://its.sjsu.edu/services/sjsuone/. The Username for Canvas then is your 9 digit SID or Employee ID and your PW is the one you chose when you established your SJSUOne account. You will see the courses you taking (assuming the instructor is using Canvas).

Further Assistance with Canvas
Students should go first to http://guides.instructure.com/m/4212 with problems and then to the University Help Desk for Canvas problems, including logging in (http://www.sjsu.edu/helpdesk/).

Course Description
This course is intended to provide you with an overview of clinical psychology. It will focus on a variety of issues pertinent to the field with respect to settings, clients, practice, science, training, ethics, culture, and directions the field is taking. We will also discuss assessment, classification, approaches to therapy, demonstration of clinical effectiveness, and the ethics that guide practice. We will highlight some general issues around psychological treatments. This course will not cover in-depth the theories and methods of psychotherapy, as those are covered in another course offered by the Department of Psychology (PSYC 165 - Theories and Methods of
Counseling). A portion of the class will also cover the different types of graduate study in psychology, focusing on the variety of graduate degrees relevant to clinical practice.

In this course, we will emphasize the development of your critical thinking skills. Clinical psychology, like most areas of science, is not a field with easy answers to difficult psychological and philosophical questions. In this vein, we will work to thoughtfully examine the different approaches to study, assess, and alleviate human suffering. This development of critical thinking is intended to help you become more critical consumers and evaluators of psychological services as well as assist with your decisions about your place in the field of psychology.

**Course Learning Outcomes (CLOs)**

Specifically, our course objectives are as follows:

1. to develop a broad understanding of the field of clinical psychology including its historical roots and the current issues facing the field
2. to review different types of training programs that lead to different degrees (masters vs. doctorate) and corresponding licenses (MFT, LCSW, licensed clinical psychologist) and the advantages and challenges in each of these professional paths
3. to understand the role of science in the study of clinical psychology and unique approaches to documenting clinical change (including clinical significance, single case methodology, and process coding methodology)
4. to have a basic familiarity with the major paradigms as used in the assessment, classification, and treatment of psychological problems
5. to familiarize students with the essential role that culture, gender, and other contextual variables play in the delivery of case conceptualization and psychological interventions
6. to be familiar with the code of ethics for practicing psychotherapists and the limitations of confidentiality
7. to have a basic overview of the major theoretical paradigms and their approaches to psychopathology and corresponding psychological, social, and biological interventions
8. to understand how the material covered in this course can be used by both those pursuing a career in clinical psychology and those seeking the services of psychotherapists

My assumption is that each student is taking this class because he or she feels it would advantage him or her in some way with respect to their training or graduate school interests. Because of this, you will be required to do not only the reading in the course but are encouraged to seek out additional references for your own education on topics that seem interesting or pertinent to your professional development.

**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. (test, quizzes, paper)

**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. (paper)
**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. (paper)

**PLO4 – Application of Psychology** – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues. (tests, paper)

**PLO5 – Values in Psychology** – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society. (paper)

**Library Liaison**
Bernd Becker  
Phone: (408) 808-2348  
Email: Bernd.becker@sjsu.edu

**REQUIRED TEXT**  
ISBN: 9780495508229

**Required Course Reader.**  
Readings for Clinical Psychology (PSYC 160; Dr. Del Chiaro) This reader can be purchased from Maple Press Printing on San Carlos Street between 10th and 11th Streets.

The Trull text comes with some ancillaries that should help you learn more about clinical psychology as well as the first chapter to preview for free. Access to the web site is available at:  
[http://www.cengage.com/search/productOverview.do?Ntt=trull||9780534633875&N=16&Ns=P_CopyRight_Year%7C1&Ntk=all%7C%7CP_Isn13](http://www.cengage.com/search/productOverview.do?Ntt=trull||9780534633875&N=16&Ns=P_CopyRight_Year%7C1&Ntk=all%7C%7CP_Isn13)

**ADDITIONAL READINGS:**  
There are **extensive** reading assignments listed in the course outline. Additional reading assignments will be made throughout the course as warranted.

**Syllabus Policy:**  
The course syllabus presented in this document will be followed as closely as possible. However, the course syllabus, schedule, policies, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. This includes the tentative dates listed. The instructor will announce possible changes of the syllabus in advance. Since such announcements are typically made during class, it is the student’s responsibility to clarify any of these changes that may have been made when the student is absent.

Although you will be responsible for all of the material in the assigned readings, some of the information may not be covered in class. Therefore, if there is material that is unclear to you it is highly recommended that you discuss this material with me at an appropriate time (e.g., during office hours). It is your responsibility to read the syllabus and ask questions about it so that you have a clear understanding of the expectations. If you are unclear about any of the requirements/expectations, then please set up a time to speak with me. I will be grading as though you have a clear understanding of the course requirements and material.
Attendance:
I will not be taking attendance. You are adults and need to make your own decisions. Please realize that your decisions have consequences (If this makes no sense to you then you need to enrolled in Psychology 155 Human Learning, because you will understand through operant conditioning that behaviors have consequences!). Students are responsible for everything that is said and done in class. I strive to make my classes not only educational but also enjoyable. It is important to note that it is the student’s responsibility to withdraw from a course they do not wish to take. If you simply stop coming to the class and do not withdraw from the course, then you will still receive a grade that will be based on the completed work. Additionally, I encourage students to arrive on time for the class. However, I understand that extenuating circumstances do arise that can prevent your diligent efforts toward punctuality. If you are late to class, please take a seat in the row of desks/seats closest to the door in order to prevent disruption to the class. I hope you will take advantage of this policy only when absolutely necessary. I do have a small portion of your grade based on participation, tardiness affects participation. Many important pieces of information are discussed in class, and students are responsible for knowing and complying with this information including changes in assignments. Please make appropriate adjustments to your schedule to allow for arrival to the class on time (e.g., arriving early to avoid traffic/parking problems).

Classroom courtesy and disruptions:
Class disruptions are not tolerated. Students will be asked to leave if they are being disruptive to fellow students or the professor. Disruptions include but are not limited to cell phones and pagers going off for any reason (even accidental), TEXTING (yes, I still see it if you hold the phone under your desk during class!), talking when not participating in an instructor-assigned activity, and not paying attention (e.g., reading the newspaper, sleeping). In addition, please place electronic communication devices (e.g., pagers, cell phones) in the “off” position during class. If you must make or answer a call, please excuse yourself from class for such activity. In accordance with university policies on student conduct, it is expected that you will treat other students and the instructor with courtesy and respect. Being on the phone and texting ARE ACTIVITIES THAT ARE NOT RESPECTFUL! Additionally, this class is conducted where you have wireless Internet access, please do not “surf” the web. See Electronics Policy.

Recording of Class Lectures
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.

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.

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**

**EXAMS:**
There will be 2 exams. You must bring a number 2 pencil and a clean, unwrinkled Scantron (form no. 882-E) to the tests. Exams will be multiple-choice, short-answer and fill in. The tests will have questions from the text, lectures and videos. Each exam will be given during the lecture period, and you will have the class period to complete the exam. The exam grades are not curved. The final exam will be the 2nd exam and will count the same as the other exam. The final will not be cumulative. Students will not be allowed to use the restroom during the exam period and cell phone use during a test, or test review, will result in referral to Judicial Affairs and receive a course grade of NC. Rescheduling an exam will only be allowed for documented medical reasons or mandatory school activities. Please contact me prior to the day of the exam if you need to reschedule.

**QUIZES:**
There will be 10 quizzes. Quizzes will be multiple-choice and will be based on the assigned readings. All quizzes are due prior to class according to the schedule below.

The quizzes are worth 10 points each. There will be 10 quizzes given in total, and all of these scores from the 10 quizzes will count toward your grade. A total of 100 points possible will be available from your quiz scores. If you do not complete the quiz before the due date/time, it will be counted as a zero.

These quizzes are meant to stimulate your reading of the text and keep you ahead of the lecture material. Your having completed the reading in advance will make the lecture and discussions much more interesting, I promise.

**WRITING PROJECT: INTERVIEW PAPER**
The purpose of this paper is to have you get to know a bit about what other mental health professionals (psychologists, psychotherapists, MFTs, social workers, community psychologists, counselors) are doing in the field. This will help you learn what type of training they received, what they do and do not enjoy about their field, and help you make decisions about your place in the field of clinical psychology. Most importantly, it will help you build your network. Begin this early, it will take time to complete. If you do not plan on working in these areas, then talk to me about an appropriate person to interview.

You must interview someone who is currently practicing the profession you wish to enter. Possible resources include: hospitals, police departments, community mental health centers, universities, medical clinics, and private practice.
Faculty who have degrees in clinical psychology here at SJSU may be interviewed, but only by 3 students at most. You must ask the faculty member how many students have asked. If the faculty member says 3 (or more), you cannot interview that person. Faculty members have way more things to do than 20 different interviews with 20 different students! You cannot interview me.

If you have any questions about who would count for this interview assignment, do NOT hesitate to ask me. I will approve or decline your request, but this will help (no matter what) ensure your assignment counts.

**STRUCTURE**

There will be three areas of assessed for the paper for the interview:

1. Content of the interview
2. Additional information gathered about this area of clinical psychology (e.g., salary, setting, special or extra training requirements, percentage of mental health professionals in this area, etc.). You are required to use at least two outside references.
3. Analysis of how the information applies to you.

In the write-up do not use verbatim transcripts and avoid too many long direct quotes. I want you to synthesize the information you gather. Papers MUST NOT exceed 3 double-space typed pages for the interview, not including your required reference and cover page. Include a reference section for all outside sources (does not count in 3 page maximum). Papers exceeding 3 pages (excluding references) will not be graded beyond the third page.

You must provide the real name and a contact number for your interview participant. This contact information must be included on the References page following your mandatory two or more text references. Do this as follows:

Susan Smith, MFT
*Center for Counseling and Rehabilitation*
San Jose, CA
(408) 555-1234

**GRADING CRITERIA**

There will be 50 points for the paper broken down as follows:

1. **Writing style (20 pts)**
   a. Grammar, punctuation, coherence, spelling, APA style usage
   b. Do NOT write in one long paragraph, break up your ideas into multiple paragraphs
   c. More than 5 grammatical errors will result in a 0 on the paper.

2. **Accuracy and relevance of information presented (15 pts)**
   a. Includes interview material
      - MUST identify the name of the person you interviewed and their professional affiliation (agency, etc.)
- Be explicit about the degree and license information, the populations with whom they work, and so on.

b. Additional research completed
- TWO references minimally are required and must be referenced using APA style

3. Depth of content and analyses (15 pts)
   a. Analysis of roles, responsibilities, and education
   b. Analysis of information as it relates to your own career and educational choices
   c. How this was/was not useful.

Your paper must be formatted in the following way. Use the items in bold as your headers (changing content where appropriate). The following is an example of the content, your content will change. You must follow this structure for this paper:

**Interview: John Smith, MFT**
[Text on interview 1 goes here following the required information above.]

**Additional Information about MFTs (in this context)**
[This is where you must provide at least one of the two required text references. You need to be sure your references match the content of whom you interviewed.]

**Analysis**
[This is where you will have paragraphs on jobs and how this interview and outside research apply to you.]

**References**
[This is where you will put the minimum of two APA style references for the articles or texts referenced in your paper. You will also put the contact information for the person you interviewed here.]

**SUGGESTIONS:**
Review Interviewing for Information PowerPoint (informational interviews).
Here are some suggestions for making your interview a smooth and professional one:
1. Dress appropriately.
2. Express your appreciation for the time the interviewee has set aside to talk with you. You do not need to be apologetic about it.)
3. Write out your questions in advance.
4. Consider audio taping the interview so that you can focus on your interaction more than writing down copious notes. Do NOT tape without first asking permission.
5. Questions to consider asking in the interview:
   - What are your primary responsibilities? Secondary responsibilities?
   - Could you describe your typical work day/week?
What do you most/least enjoy about your work?
What kind of problems do you help people with?
What approach do you take to help with these problems?
Could you tell me about your education?
How did you choose the schools you attended?
Do you have any specialized training that helps in your job?
Do you have suggestions about ways I can gain experience and skills in the field?
If someone were interested in a job similar to yours, what qualifications would be needed?
In what way do you see/think the field of clinical psychology is changing?
Do these current changes affect how you do your job?

6. I would like you to send a brief thank you note after the interview. This demonstrates professionalism and appreciation for their time. It also increases the likelihood that the person will be available for students in the future.

ADDITIONAL INFORMATION ABOUT PAPERS
1. Your papers need be organized - you should be developing a central idea in each section and the reader should be able to follow the logic of your argument. Each paragraph should have a coherent theme and paragraphs should follow each other in an organized manner. Read over your papers to be sure that there is a logical order to them.

2. Watch for grammatical errors, particularly sentence fragments and run-on sentences. More than five spelling or grammatical errors will result in points deducted from final grades. More than ten will result in a zero (0). I encourage you to have your paper proof read.

3. Your papers will be typewritten, double-spaced, one-inch margins, using Times New Roman (or VERY similar) font.

4. On a sheet attached to the front of all your papers, type the Title of your paper. In addition you must include Name, Course, Course Number, Semester/Year, and Due Date.

5. Citations/references included in your paper are to be done according to APA style as described in the Publication Manual of the American Psychological Association, 6th Edition, which is available in the library, the campus bookstore, and on-line. You should have at least 2 references for every paper and they will be listed on a separate sheet of paper attached to the back of your assignment.
GRADES:
Grading will be based on the sum of the following:

1. 2 exams covering lectures, films, guest speakers, outside readings and the text are worth 100 points each (200).
2. Ten quizzes will be worth 10 points each (100).
3. Interview Paper will be worth 50 points (50).

The grade scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
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<tr>
<td>A-</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
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<tr>
<td>B</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
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<tr>
<td>C+</td>
<td>77 – 79%</td>
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<tr>
<td>C</td>
<td>73 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 66%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

Late Work: No Late Work Will Be Accepted

No Make-up Exams Allowed: Only with valid written medical excuse will any exam be allowed at a time other than those scheduled for your class.

Electronics Policy: After many semesters of students misusing electronic devices in a large lecture room, I have now implemented a NO ELECTRONICS policy. That means NO PHONES OR TABLETS OR LAPTOPS during class or exam. Even for note taking. I know you are used to these, but experience has shown me that a vast majority of students simply spend most of their time with their head down and looking at the screen rather than being engaged in the course material. I have data to back me up on this: research shows that Websurfing/texting during class directly lowers your grade (and disrupts those around you). Go to: http://chronicle.com/blogs/wiredcampus/students-stop-surfing-after-being-shown-how-in-class-laptop-use-lowers-test-scores/4576

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/

**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.
**Reading Topics, Exams and Dates**

**Note:** This course will follow this syllabus to the extent possible. The timing and specific nature of topics and activities may change. You are responsible for keeping informed of any changes made to the class syllabus. Such changes will be clearly stated in class and will be posted on canvas. You are responsible for checking the class web site before each class. The structure for the day will be as follows:

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings, Assignments, Exams</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 23</td>
<td>Class Business Introduction to the Course</td>
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<tr>
<td>2</td>
<td>Aug 28</td>
<td>Movie: Madness</td>
<td>Trull: Chapter 1 Intro to Theories Philosophical Assumptions</td>
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<td></td>
<td>Aug 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sep 4</td>
<td>Views of clinical psychology</td>
<td>Trull: Chapter 2 Witmer (1907): <em>Clinical Psychology</em> (article)</td>
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<td>(No Class)</td>
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<td></td>
<td>Sept 6</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Sept 11</td>
<td>Historical overview</td>
<td>Rosenhan: <em>Being sane in insane places</em> (article)</td>
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<td></td>
<td>Sept 13</td>
<td></td>
<td>Robins, Gosling, &amp; Craik: <em>Trends</em> (article)</td>
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<td><strong>Quiz One Due (History) 9/13</strong></td>
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<tr>
<td>5</td>
<td>Sept 18</td>
<td>Training issues</td>
<td>Trull: p. 57-64</td>
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<td></td>
<td>Sept 20</td>
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<td>Trull: p. 18-27</td>
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<td>Barlow, Hayes, &amp; Nelson: <em>Scientist Practitioner</em> (chapter)</td>
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<td>Patterson et al. <em>Evidence Based Practice for MFTs</em> (article)</td>
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<td><strong>Quiz Two Due (Training) 9/20</strong></td>
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<tr>
<td>6</td>
<td>Sept 25</td>
<td>Graduate School</td>
<td>Hayes: <em>Thirteen rules of success</em> (article)</td>
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<td></td>
<td>Sept 27</td>
<td></td>
<td>Forsyth: <em>Applying to</em> (article)</td>
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<tr>
<td>7</td>
<td>Oct 2</td>
<td>Graduate School (Cont)</td>
<td>Project Overview</td>
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<td></td>
<td>Oct 4</td>
<td></td>
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<td>8</td>
<td>Oct 9</td>
<td>The Scientific Method</td>
<td>Trull: Chapter 4</td>
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<td></td>
<td>Oct 11</td>
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<td>Kalal: <em>Critical thinking in clinical practice</em> (article)</td>
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<td>Callaghan: <em>Demonstrating effectiveness</em> (article)</td>
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<td>Richards et al.: <em>Single subject research</em> (chapter)</td>
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<td><strong>Quiz Three Due (Science) 10/9</strong></td>
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<tr>
<td>9</td>
<td>Oct 16</td>
<td>EXAM 1</td>
<td>10/18 - Bring Scantron 882 - E</td>
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<td>Oct 18</td>
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<td>Week</td>
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<td>Topic</td>
<td>Readings, Assignments, Exams</td>
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<td>10</td>
<td>Oct 23</td>
<td>Classification</td>
<td>Trull: Chapter 5</td>
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<td></td>
<td>Oct 25</td>
<td></td>
<td><strong>Quiz Four Due (Classification) 10/23</strong></td>
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<tr>
<td>11</td>
<td>Oct 30</td>
<td>Assessment</td>
<td>Trull: Chapter p.237-256</td>
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<td>Nov 1</td>
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<td><strong>Quiz Five Due (Assessment) 10/30</strong></td>
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<td>12</td>
<td>Nov 6</td>
<td>Culture and Context</td>
<td>Trull: p. 76-77</td>
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<td>Nov 8</td>
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<td>Sue: <em>Psychotherapeutic Services for Ethnic Minorities</em> (article)</td>
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<td>Davidson: <em>Conceptual and Ethical Issues for GLB</em> (article)</td>
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<td>Kupers &amp; Ross: <em>Gender bias</em> (“Issue 2” – chapter)</td>
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<td>Nov 13</td>
<td>Ethics</td>
<td>Trull: p. 78-81</td>
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<td>Welfel: <em>Ethics</em> (chapter)</td>
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<td>Nov 20</td>
<td>Interventions</td>
<td>Trull: Chapter 11</td>
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<td>Trull: Chapter 12</td>
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<td>(No Class)</td>
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<td>Yalom: <em>Three Unopened Letters</em> (chapter)</td>
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<td>Nov 27</td>
<td>Interventions Cont.</td>
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<td>Dec 4</td>
<td>Being a consumer/</td>
<td>California Board of Psychology: <em>consumer guide</em></td>
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<td>Dec 6</td>
<td>Future directions</td>
<td>Trull: p. 64-76</td>
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<td>Humphreys: <em>Clinical psychologists...</em> (article)</td>
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<td>DeLeon &amp; Wiggins <em>Prescription</em> (article)</td>
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<td><strong>Quiz Ten Due (Advanced Issues) 12/4</strong></td>
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<td>17</td>
<td>Dec 11</td>
<td>Catch up Day</td>
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<td>Final Exam</td>
<td>Friday Dec 15</td>
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