San José State University
College of Social Sciences
Clinical Psychology, Spring, 2018
Psychology 160 (04)

Instructor: Glenn M. Callaghan, Ph.D.
Office Location: DMH 322
Telephone: (408) 924-5610
Email: Glenn.Callaghan@sjsu.edu
Office Hours: M 1:30 - 2:30; W 11:00 - 12:00

Class Days/Time: M & W 12:00 - 1:15
Classroom: DMH 353
Prerequisites: Psychology 1

You are responsible for all of the material in this syllabus including due dates and times, location of assignments on Canvas, and the course and university's policy on academic integrity.

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website at http://sjsu.instructure.com.

Course Description
From the SJSU Catalog: Description: 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. Prerequisite: PSYC 001.

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.
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 Goals and Student Learning Objectives

Specifically, our course objectives are as follows:

CLO1 – **Knowledge base and critical thinking skills – Survey of the field of clinical psychology**
Goal: to develop a broad understanding of the field of clinical psychology including its historical roots and the current issues facing the field

CLO2 – **Application and critical thinking skills – Graduate training, licensing, careers in clinical psychology, and become a consumer of psychological services**
Goal: 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; to understand how the material covered in this course can be used by those seeking the services of psychotherapists

CLO3 – **Research Methods – Science of clinical psychology**
Goal: 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 – **Knowledge base, critical thinking skills, and application – Theoretical Paradigms**
Goal: to have a basic familiarity with the major paradigms as used in the assessment, classification, and treatment of psychological problems

CLO5 – **Knowledge base and values – Cultural sensitivity and contextual variables**
Goal: 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 – **Knowledge base and values – Ethics in clinical psychology**
Goal: to be familiar with the code of ethics for practicing psychotherapists and the limitations of confidentiality
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.

These Course Learning Goals will be evidenced through the following assessment strategies:

1. Writing in class assignments critically thinking about cultural and contextual variables that impact how client problems are conceptualized
2. Writing in class and out of class assignments designed to think critically about the process of assessment and treatment planning using a idiographic or local ethnographic approach
3. Writing about the role of evidence based interventions as applied to individual problems
4. Developing a full case conceptualization and treatment outline for a vignette case
5. Writing a sample statement of intent showing an understanding of a specific type of training program related to mental health service delivery or interviewing an individual practitioner and showing an understanding of their professional responsibilities and how the literature relates to that profession
6. Taking online quizzes over a variety of articles spanning critical developments and concepts in the field including ethics, scientific practice, treatments, and other areas.

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.
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 45 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. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. 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.

Required Texts/Readings

There are two sources of readings for this course. Both are required reading. The text can be purchased from the bookstore or on-line at your favorite used (or new) book site. There are also readings online. I expect you to have completed the readings prior to the class meeting, including the book and the assigned articles. This will greatly facilitate our discussions and will help you get answers to questions that will arise while you read each assignment.


*Required Articles:* The articles and chapters for this course are all loaded to Canvas as PDF files. There is not an additional reader to purchase.

Library Liaison

The library liaison for the Psychology Department is Bernd Becker. You can contact him at (408) 808-2348 or at Bernd.Becker@sjsu.edu if you have library research questions, or questions about accessing library resources.

Course Requirements and Assignments

Your grade will be determined by your performance in four categories of coursework:

<table>
<thead>
<tr>
<th>Assessment Items and Their Value</th>
<th>How Many?</th>
<th>% of Final Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Home Quizzes</td>
<td>10</td>
<td>100/390=25.5%</td>
<td>10 each = 100</td>
</tr>
<tr>
<td>In class assignments</td>
<td>6</td>
<td>90/390=23.5%</td>
<td>15 each = 90</td>
</tr>
<tr>
<td>Vignette Paper</td>
<td>1</td>
<td>100/390=25.5%</td>
<td>100</td>
</tr>
<tr>
<td>Statement of Intent OR Interview Paper</td>
<td>1</td>
<td>100/390=25.5%</td>
<td>100</td>
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The grading scheme for this course is determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-99%</td>
<td>A</td>
<td>99-93%</td>
<td>A-</td>
<td>92-90%</td>
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<tr>
<td>B+</td>
<td>89-88%</td>
<td>B</td>
<td>87-83%</td>
<td>B-</td>
<td>82-80%</td>
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<tr>
<td>C+</td>
<td>79-77%</td>
<td>C</td>
<td>76-73%</td>
<td>C-</td>
<td>72-70%</td>
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<tr>
<td>D+</td>
<td>69-67%</td>
<td>D</td>
<td>66-63%</td>
<td>D-</td>
<td>62-60%</td>
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<tr>
<td>F</td>
<td>59-0%</td>
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**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. **NOTE:** The quizzes are not due only on Mondays or Wednesdays. These days change. You **MUST** attend to the schedule of when the quizzes are due!

You can log in and out to do the quiz, just be sure to save your answers. The quizzes have a due date, but they are **not time timed**, and they can be completed in multiple session.

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.

If you have questions about the quiz or items in the quiz, please see me in office hours. Do not debate or discuss quiz questions via email.

**In Class Responses**

I plan to have 6 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 and should help develop your thinking on the topics we discuss. 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.
PAPERS

There are two papers required for the course. You will have a choice for the first paper; you can submit either a statement of intent or an interview paper. The major and final paper is the vignette. Everyone will complete the vignette. All are explained below.

You must turn in all of your papers as an 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.

If you have not done so already, you MUST complete the SJSU plagiarism tutorial (available here: http://libguides.sjsu.edu/plagiarism)

Please contact me with questions or problems BEFORE the papers are due.

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 (in addition to the final vignette) this semester. Both will have the same due date, and both take time and research to complete.

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 for graduate study or other post-baccalaureate endeavor. What you turn in will need to be 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 choose this option for the course.

This is a statement that is written for a particular program, and you will write 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. That alone will take time to research. There are key elements to this task, and it takes much, much more time than you think it will (or should) take. There will be more information about this discussed in class. This is designed to be useful to you and help with one of the hardest parts of the application process.

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 only, not as a hard copy in person.

The full instructions and grading criteria are on Canvas.

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, contextual variables, 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 and assume that this is your client. Overall, 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 only, not as a hard copy in person.

The full instructions and grading criteria are on Canvas.

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 things occur. You are responsible for keeping current on any deviations from the class syllabus. Check the course web site if you cannot be in class. This is a seminar, and my role is as guide and facilitator. I am not a lecturer for this course, you are the group leaders. As such, your attendance is essential to do well and get the most out of the course.
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.

Use the email address listed on this syllabus. I will not respond to emails sent to Canvas.

Email is NOT a place to get extensive help with really big 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 your presentation or another assignment, 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 3-11-17).
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

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. If you do this a second time, you will not be allowed to turn in the next major assignment.

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 on time. If you are more than 5-10 minutes late, you should not come into the class. This is particularly true for presentation days.
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 lecture. (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 lecture.
7. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
8. Do not sleep during class.

Attendance

Attendance is not strictly required, but it is strongly encouraged, and you will miss the in class assignments if you do not attend. I expect you to come to every class. Class is
also the time to have any questions answered that you may have and to help develop ideas you have for the papers in the course.

**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.

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, requires students to obtain instructor’s permission to record the course

- 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.
- In order to record a class a written request must be made to the instructor, who will respond in writing.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- 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.

**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 at [http://www.sjsu.edu/gup/syllabusinfo/](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](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](http://www.sjsu.edu/studentconduct/) is available at [http://www.sjsu.edu/studentconduct/](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 plagiarize or otherwise violate the policy of academic integrity in this course, you will fail that assignment and may fail the entire course. All instances of violations of academic integrity will be reported.

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](http://www.sjsu.edu/policies/presdirectives/2003/2003_0301.php) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/accessed/) (AEC) to establish a record of their disability.

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. In 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](http://www.sjsu.edu/writingcenter) at [http://www.sjsu.edu/writingcenter](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 at the Student Wellness Center, room 300B. Professional psychologists, social workers, and counselors are available to provide consultation 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.
Psychology 160, Clinical Psychology, Spring, 2018

This schedule is approximate and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. We will work very hard to stay on schedule.

Articles are numbered and should be in the same order here as on the quizzes and online for download.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Quiz Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-24</td>
<td>Introduction to course</td>
<td>Trull: pp. 1-21 Read the syllabus!</td>
<td></td>
</tr>
<tr>
<td>2-7, 2-12, 2-14</td>
<td>The Training of Clinical Psychology</td>
<td>Trull: pp. 21-29; pp. 59-83 1. Norcross &amp; Farber (article) 2. McFall (article) 3. Norcross, Castle, et al. (article) 4. Green &amp; McNamara: (article) 5. BBS LMFT Requirements (fact sheets)</td>
<td>Quiz 2 (Training) Due 2-7</td>
</tr>
<tr>
<td>2-19, 2-21, 2-26</td>
<td>The Ins and Outs of Graduate School - Applications and Attendance</td>
<td>1. Thinking about Graduate Study...(online handout) 2. Arnold &amp; Kelly (article) 3. Hayes (article) 4. Forsyth (article) 5. Kramer (chapter)</td>
<td>Quiz 3 (Grad) Due 2-19</td>
</tr>
<tr>
<td>2-28, 3-5, 3-7</td>
<td>Ethics of Clinical Practice</td>
<td>Trull: p. 86-90 1. Welfel Ethics (chapter) 2. Knapp (article)</td>
<td>Quiz 4 (Ethics) Due 2-28</td>
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3-12 Statement of Intent or Interview Paper due
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Quiz Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-12, 3-14, 3-19, 3-21</td>
<td>Culture and Context: Appreciation, Competence, &amp; Biases</td>
<td>Trull: p. 83-86 1. Sue (article) 2. Davison (article) 3. Kleinman &amp; Benson (article) 4. Kupers and Ross, et al. (chapter)</td>
<td>Quiz 5 (Culture) Due 3-12</td>
</tr>
<tr>
<td><strong>No class 3-26 to 3-30</strong></td>
<td><strong>Interventions: Theory, Technique, Style, &amp; Practice</strong></td>
<td>Lilienfeld &amp; Arkowitz article for in-class exercise 1. Yalom (chapter) 2. Young &amp; Weishaar</td>
<td>Quiz 6 (Interventions) Due 4-2 Quiz 7 (Humanistic &amp; Behavioral) Due 4-9</td>
</tr>
<tr>
<td>4-2, 4-4, 4-9, 4-11</td>
<td>Classification &amp; Assessment in Clinical Psychology</td>
<td>Trull: Chapter 5 1. Trull: Chapter 6 2. Trull: p. 255-274 3. Trull: Chapter 10</td>
<td>Quiz 8 (Classification) Due 4-16 Quiz 9 (Assessment) Due 4-23</td>
</tr>
<tr>
<td>4-16, 4-18, 4-23, 4-25</td>
<td>Interventions: Theory, Technique, Style, &amp; Practice</td>
<td>Trull: Chapter 4 1. APA Task Force: (article) 2. Messer (article) 3. Patterson et al (article) 4. Richards et al. (chapter) 5. Callaghan (article)</td>
<td>Quiz 10 (Science) Due 4-30</td>
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<td>4-30, 5-2</td>
<td>The Science of Psychotherapy: Evidence and Accountability</td>
<td>Trull: Chapter 4 1. MBSR overview (handout) 2. Kabat-Zinn (appendix) 3. MBSR meta-analysis (article) 4. MBCT for MDD (article)</td>
<td>Quiz 10 (Science) Due 4-30</td>
</tr>
<tr>
<td>5-7, 5-9, 5-14</td>
<td>Current Trends in Psychotherapy: Mindfulness and Eastern Practices in the West</td>
<td>1. MBSR overview (handout) 2. Kabat-Zinn (appendix) 3. MBSR meta-analysis (article) 4. MBCT for MDD (article)</td>
<td>Quiz 10 (Science) Due 4-30</td>
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<tr>
<td><strong>5-7</strong></td>
<td><strong>Vignette Response due</strong></td>
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<tr>
<td><strong>5-16</strong></td>
<td><strong>Final meeting time scheduled Wednesday, May 16, 9:45-12:00</strong></td>
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