San José State University
College of Social Sciences
Psychology 160 (03)
Clinical Psychology
Fall 2018

Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
Telephone: (408) 924-5654
Email: Erin.Woodhead@sjsu.edu
Office Hours: Thursdays 1:30-3:30
Class Days/Time: T/Th 10:30-11:45
Classroom: DMH 353
Prerequisites: PSYC 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.

Course Description
From the SJSU Catalog: Description: Survey of clinical psychology as a profession. Emphasis placed on training models, specializations within the field, the scientific study of psychological interventions, and the graduate school admissions process for masters and doctoral level psychotherapists. Prerequisite: PSYC 001.

This course is designed to help you understand what clinical psychologists do, how their training differs from other mental health professionals, and what the current issues are in the field of clinical psychology. This course is intended for students who are interested in pursuing graduate studies in clinical psychology or a related discipline.

Course Goals and Student Learning Outcomes

Our course outcomes are as follows:

CLO1 – Knowledge Base and Critical Thinking Skills – Survey of the Field of Clinical Psychology
Goal: Upon successful completion of this course, students will be able to describe the historical roots of clinical psychology and current issues facing the field (e.g. training psychotherapists, cultural competency, the role of diagnosis in treatment planning, evidence based treatment approaches).

**CLO2 – Application and Critical Thinking Skills – Graduate Training, Licensing, and Careers in Clinical Psychology**

Goal: Upon successful completion of this course, students will be able to identify the different types of training programs that lead to different degrees (masters and doctorate), corresponding licenses (MFT, LCSW, licensed clinical psychologist), and the advantages and challenges in each of these professional paths. Students will also be able to describe the different specializations within clinical psychology.

**CLO3 – Research Methods – Science of Clinical Psychology**

Goal: Upon successful completion of this course, students will be able to describe the role of science in the study of clinical psychology and the unique approaches to documenting clinical change and its use in evidence based practice including single case methodology, randomized trials, and the concept of clinical vs. statistical significance. Students will also be able to discuss application of science in evaluating treatments as a consumer.

**CLO4 – Knowledge Base, Critical Thinking Skills, and Application – Theoretical Paradigms and General Issues in Psychotherapy**

Goal: Upon successful completion of this course, students will be able to describe and identify the major theories/models used in the assessment, classification, treatment of psychological problems, the rationale for treatment or technique selection, as well as general issues in psychotherapy.

Note: The focus of PSYC 165 is the in-depth coverage of multiple psychological paradigms. This course is limited to a basic overview of theories and treatments.

**CLO5 – Knowledge Base and Values – Cultural Sensitivity and Contextual Variables**

Goal: Upon successful completion of this course, students will be able to identify the role that culture, gender, racial identity, sexual orientation, and other contextual variables play in case conceptualization and psychological interventions, as well as the training of mental health professionals.

**CLO6 – Knowledge Base and Values – Ethics in Clinical Psychology**

Goal: Upon successful completion of this course, students will be able to demonstrate familiarity with the code of ethics and ethical principles for practicing psychotherapists and the limitations of confidentiality.

**CLO7 – Knowledge Base and Application of Psychology – Assessment in Clinical Psychology**
Goal: Upon successful completion of this course, students will be able to identify the types of assessments administered by psychotherapists and the role of assessment in identifying psychological problems and determining psychotherapy interventions. Discuss the scientific evaluation of assessment devices (including reliability and validity) and the importance of these data in determining the value and applicability of these instruments in clinical work.

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

There is one text required for the course and it can be purchased from the bookstore or on-line at your favorite used (or new) book site. I expect you to have completed the readings prior to the class meeting for that topic. You will need to do this to complete the in class, collaborative quizzes. In addition, this will greatly facilitate our discussions and will help you get answers to questions that will arise while you read the material.


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

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. As an example, 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.

For all of the assignments, late work is not accepted. This class has a total of 370 points:

<table>
<thead>
<tr>
<th>Assessment Items, Their Value, and Connection to Learning Outcomes</th>
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<td><strong>How Many?</strong></td>
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Exams

There are 3 exams in this class and they will be 30 multiple choice questions (1 point each) and 10 short answer questions (2 points each) for a total of 50 points per exam. You will need a number 2 pencil and a clean, unwrinkled Scantron (form no. 882-E). I will provide the materials needed for the short answer part of the exam. The exams will cover readings from both the text and the class lectures. You will have the whole class period for the exam (1 hr, 15 mins). You are allowed to bring as many pages of hand-written notes to the exam as you need (8.5x11” pages, front and back). Note pages will need to be checked by the instructor prior to the start of the exam. A study guide that lists relevant concepts will be available for each exam.

You will be allowed to re-schedule an exam only for medical reasons or if you have a mandatory school activity. However, you must bring me a note to that effect from a doctor or from the school advisor of that activity (such as the coach). Please contact me prior to the day of the exam if you cannot make the exam time.

Final Examination or Evaluation

The final examination will be the third exam, which is not cumulative. The final exam will count the same as any other exam, and you will be allowed to use a hand-written notes page, like the other exams. See the last page of the syllabus (course calendar) for information about the time and date of the final exam.
In Class, Collaborative Quizzes

In most of our Tuesday classes, you will complete a closed-notes collaborative quiz based on the reading from the textbook. Collaborative means that you will work with one other student of your choice and turn the quiz in with both of your names on it. You and your partner will receive the same points for the quiz. The format of the quiz will vary but it will always be worth 10 points. You do not need to work with the same classmate for each quiz but you will be asked to alternate whether you write the response to the quiz or whether your partner writes the response.

Class Activities

In most of our Thursday classes, you will be asked to complete a class activity worth 5 points. This activity will most likely be completed in groups and will emphasize the applied components of our class. The instructor reserves the right to reduce the points you receive on the class activity if you arrive late to class, even if you are present for the class activity. You will not be able to make up the class activity if you miss class, unless you have provided an acceptable excuse prior to the day of the activity.

Final Paper

You will have a choice for the final paper; you can submit either a statement of intent for graduate school or an interview paper.

You must turn in your paper 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 for the final paper. 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. 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. What you turn in will need to a final draft, one worthy of submitting to graduate school.

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. If you choose this assignment, I’m assuming that you are undecided about pursuing graduate school, or undecided about which type of degree to pursue. In this case, you may complete the assignment to interview a mental health professional in the field of your choice (social work, counseling, school psychology, clinical psychology, etc.). Please ask me if you are unsure whether the person you have in mind is appropriate for this assignment. You may not interview a faculty member, unless you and I have discussed this. For the majority of you, that will not be the path you will peruse, so interviewing an academic may not be as useful. The full instructions and grading criteria are on Canvas.

**Grading Information**

Your final letter grade will be based on a percentage obtained by dividing your points by the total points for this course (370 total points). I will use the following grading rubric. **Please note that I do not round your grades:**

- 97.0 to 100 = A+
- 93.0 to 96.9 = A
- 90.0 to 92.9 = A-
- 87.0 to 89.9 = B+
- 83.0 to 86.9 = B
- 80.0 to 82.9 = B-
- 77.0 to 79.9 = C+
- 73.0 to 76.9 = C
- 70.0 to 72.9 = C-
- 67.0 to 69.9 = D+
- 63.0 to 66.9 = D
- 60.0 to 62.9 = D-
- 59.9 or less = F

**Classroom Protocol**

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 going off for any reason (even accidental), talking when not participating in an instructor-assigned activity, and not paying attention (e.g., reading the newspaper, sleeping). Please place phones on silent mode 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. Additionally, since this class is conducted where you have wireless Internet access, please do not browse the web during class. If I or other
students deem your laptop use distracting to others, you will have to stop using the computer. This policy is in existence so that you do not distract me or other students. I reserve the right to ask you to put the computer or phone away at any time. Failure to do so may result in you being asked to leave the classroom and dropped from the course.

Attendance is not required, but it is strongly encouraged. Your grade will suffer if you do not attend class. If you have to miss a class, I strongly recommend that you speak with somebody in the class about what you missed and get any additional notes that they took, since the notes available for download will often only be an outline and the notes taken in class will be a better source of preparation for exams. Please do not email me and ask me what you missed.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at http://www.sjsu.edu/gup/syllabusinfo/”
Clinical Psychology (PSYC 160) Fall 2018

Notes: Schedule is subject to change with fair notice – if changed, I will announce it via Canvas messaging.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
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<tr>
<td></td>
<td></td>
<td>Introduction and Background/History</td>
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<tr>
<td>1</td>
<td>8/21 and 8/23</td>
<td>Introduction; Syllabus Review; Defining Clinical Psychology</td>
<td>Ch. 1</td>
<td>1) Read the syllabus</td>
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<td>2</td>
<td>8/28 and 8/30</td>
<td>History and Current Controversies</td>
<td>Ch. 2 and 3; Witmer (1907)</td>
<td>1) Quiz 1 (Tuesday)  2) Class Activity 1 (Thursday)</td>
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<td>Practice Issues</td>
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<td>3</td>
<td>9/4 and 9/6</td>
<td>Cultural Context</td>
<td>Ch. 4; ADDRESSING Framework</td>
<td>1) Quiz 2 (Tuesday)  2) Class Activity 2 (Thursday)</td>
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<tr>
<td>4</td>
<td>9/11 and 9/13</td>
<td>Ethics</td>
<td>Ch. 5 &amp; APA Ethics Code (posted on Canvas)</td>
<td>1) Quiz 3 (Tuesday)  2) Class Activity 3 (Thursday)</td>
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<td>5</td>
<td>9/18 and 9/20</td>
<td>9/18: Conducting Research in Clinical Psychology 9/20: Exam 1 (Ch. 1-6)</td>
<td>Ch. 6</td>
<td>No assignments besides Exam 1</td>
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<td></td>
<td>Assessment and Introduction to Psychotherapy</td>
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<td>6</td>
<td>9/25 and 9/27</td>
<td>Diagnosis and DSM-5</td>
<td>Ch. 7</td>
<td>1) Quiz 4 (Tuesday)  2) Class Activity 4 (Thursday)</td>
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<td>7</td>
<td>10/2 and 10/4</td>
<td>The Clinical Interview</td>
<td>Ch. 8</td>
<td>1) Quiz 5 (Tuesday)  2) Class Activity 5 (Thursday)</td>
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<td>8</td>
<td>10/9 and 10/11</td>
<td>Intellectual and Neuropsych Assessment</td>
<td>Ch. 9</td>
<td>1) Quiz 6 (Tuesday)  2) Class Activity 6 (Thursday)</td>
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<tr>
<td>9</td>
<td>10/16 and 10/18</td>
<td>Personality Assessment</td>
<td>Ch. 10</td>
<td>1) Quiz 7 (Tuesday)  2) Class Activity 7 (Thursday)</td>
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<tr>
<td>10</td>
<td>10/23 and 10/25</td>
<td>10/23: General Issues in Psychotherapy 10/25: Exam 2 (Ch. 7-11)</td>
<td>Ch. 11</td>
<td>No assignments besides Exam 2</td>
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<td></td>
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<td>Overview of Psychotherapy Approaches</td>
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<td>Week</td>
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<td>Chapters</td>
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<td>11</td>
<td>10/30 and 11/1</td>
<td>Psychodynamic and Humanistic Psychotherapy</td>
<td>Ch. 12 and 13</td>
<td>1) Quiz 8 (Tuesday) 2) Class Activity 8 (Thursday)</td>
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<td>12</td>
<td>11/6 and 11/8</td>
<td>Behavioral and Cognitive</td>
<td>Ch. 14 and 15</td>
<td>1) Quiz 9 (Tuesday) 2) Class Activity 9 (Thursday)</td>
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**Specializations in Clinical Psychology**

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<th>Topic</th>
<th>Chapters</th>
<th>Assignments</th>
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<tr>
<td>13</td>
<td>11/13 and 11/15</td>
<td>Geropsychology</td>
<td>APA Guidelines (posted on Canvas)</td>
<td>1) Quiz 10 (Tuesday) 2) Class Activity 10 (Thursday)</td>
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<tr>
<td>14</td>
<td>11/20</td>
<td>Catch-up Day</td>
<td>None</td>
<td>1) Class Activity 11</td>
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<td>15</td>
<td>11/27 and 11/29</td>
<td>Health Psychology</td>
<td>Ch. 18</td>
<td>1) Quiz 11 (Tuesday) 2) Class Activity 12 (Thursday)</td>
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<tr>
<td>16</td>
<td>12/4 and 12/6</td>
<td>Forensic Psychology</td>
<td>Ch. 19</td>
<td><strong>Final paper due 12/6 at 11:59pm via Canvas upload</strong></td>
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**FINAL EXAM:** Wednesday Dec 12, 9:45-12:00 (12-15, 18, 19, and Geropsych Reading) not cumulative