San José State University    Psychology Department
Psyc 110, Abnormal Psychology, Section 7, Fall 2012

Instructor: Jennifer Gregg, Ph.D.
Office Location: DHM 317
Telephone: (408) 924-5621
Email: Jennifer.gregg@sjsu.edu
Office Hours: Tuesdays and Thursdays 10:30 – 12:00
Class Days/Time: Thursdays 3:00 – 8:45pm
Classroom: HGH 255
Prerequisites: Psych 223A and Psych 224A

Course Description
This course is designed to further develop your clinical knowledge and skills, and extend your theoretical and practical experience working with psychotherapy clients by building on work from the first semester of clinical practicum. This semester, special emphasis will be placed on factors that impact the therapeutic relationship, your conceptualization and understanding of the presenting person/problem, and the use of empirical and clinical research in informing assessment and treatment decisions.

Learning Outcomes

Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:

CLO 1: Develop a case conceptualization and theoretically conceptualize complex human problems attending to relevant cultural, ethical, and treatment considerations.

CLO 2: Utilize and be familiar with the empirical literature concerning treatments for specific disorders.

CLO 3: Refer to empirical literature in order to implement interventions with clients presenting to clinic, while assessing for process and outcome variables.
CLO 4: Respectfully give and receive feedback from peers regarding clinical matters

Program Learning Outcomes (PLO)

Upon successful completion of the MS Clinical program…

PLO 1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention

PLO 2.1 Students will demonstrate effective integration and communication of clinical case material

PLO 2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials

PLO 2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers

PLO 2.4 Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases

PLO 3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches

PLO 4.1 Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases
Required Texts/Readings


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.

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.

Classroom Protocol

This classroom is a professional environment for you, and should be treated that way. There is a lot of interaction in this class, both with the professor and with your fellow students in groups, so professionalism on your part is very important. Here are some basic guidelines, for those of you who have little experience in a professional context:

My office is room DMH 317. My phone number there is 924-5621. If I am not in my office, please leave a message for me at this number or, better yet, email me. 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. The best time to catch me is right before 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. When communicating with me by email, please remember to be professional and use words and punctuation.

Please be respectful of the thoughts, opinions, and experiences of others. In this course one of the skills we will be developing is enhancing your ability to give and receive
constructive feedback with your fellow students. Thus, it is imperative that you learn to do so in a respectful and thoughtful manner.

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

Grading is based on the sum of the following:

Psy 224:
- 1 paper (10 points)
- 1 letter-writing assignment (30 points)
- Active participation in clinic, supervision, and documentation (60 points)

Psy 223:
- 2 individualized treatment plan writing assignments (20 points each)
- practice comp (60 points)

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200 points possible in the course

Paper

We will start the semester by focusing on a very popular approach to working with couples by Gottman. Read this with an eye toward how you might use it with couples (e.g., in-session and homework exercises) and come prepared to role-play facets that seem especially important to practice (e.g., psychoeducation about the approach, exercises to demonstrate, etc). The first assignment for this course will be to write a 1-2-page paper with your reactions to this approach/book. This write-up will be 10% of your grade.

Letters
The books by Yalom and Pope are required to facilitate growth and self-reflection on your professional development as a therapist. Content from these books may be introduced in supervision but they should NOT be considered a guide or handbook for case conceptualization or treatment planning. You will be asked to write a brief and personal response to a book in a letter format. In other words, you will be required to write a letter (you don’t have to send it) to either Dr. Yalom and Dr. Pope. The focus of the letter should be on what you found most interesting and helpful about their book and how you see yourself addressing these issues with yourself and/or your clients in the future. Each letter write-up will be worth 30% of your grade.

**Individualized Writing Assignments**

As part of good clinical practice, you will be asked to research topics/issues that are relevant to the clients you are seeing in the clinic. For example, you might be asked to identify articles that are relevant to evaluating the effectiveness of cognitive-behavior therapy for PTSD in an African-American client. The goal of this assignment is to gain familiarity and comfort with using research to inform and support practice. These assignments will also help to prepare you for the second year comprehensive examination. On two occasions you will be asked to generate a brief (1-2 page) summary of what you found. These summaries will be distributed in class and should include citations, summary of findings, and your thoughts about it. Each summary will be worth 20% of your grade (total 40%).

**Practice Comprehensive Exam**

Sixty percent of your course grade will come from writing-up a complete, practice comprehensive exam. We (the clinical faculty) have found that this practice comp is extremely helpful in preparing you for the real thing. Below are the sections or headings that need to be covered in the write-up. Additional information about each section will be given as the semester progresses. Two copies of the complete write-up are due in class on 11/17/11. These drafts will be read by two of your peers who will both edit and provide written feedback by 12/1/11. The final paper will be due during the final exam time on 12/16/11. Perhaps the most important step to this project is selecting your practice client (i.e., the person that you will write up). You should identify a client that you have seen at least 6 times. You cannot use the same person for the real comprehensive exam so select carefully.

**Supervision and Compliance**

You are expected to be in active participation in supervision and compliance with documentation requirements. All intake and session notes should be completed within 48 hours of seeing your client and a copy should be delivered to me by Monday of the following week. I will return the notes to you before the next clinic so that final corrections can be made. Final notes should be given to me one week after seeing your client.
• **Background** (10 pts)
  - Include reason for referral, client demographics/identifying information, description and history of presenting problem.
  - Do NOT include any true or actual identifying information of client, place of employment, etc.

• **Context** (15 pts)
  - Client's place in context of interpersonal and family dynamics
  - Role of gender, ethnicity, and culture for this client; socioeconomic factors

• **DSM-IV diagnosis**, including differentials (15 pts)

• **Assessment/Evaluative Data** (20 pts)
  - Include data taken at Intake, assessment sessions, and throughout treatment (including any data gathered at termination)
  - Include standardized or nomothetic AND idiographic devices used to assess problem severity and track treatment progress; illustrate with graphs/tables in appendix
  - Figures/graphs do not count in 30 page limit

• **Theoretical Formulation** (50 pts)
  a. Describe and discuss your theoretical orientation in terms of what it says about mental health generally (i.e., why are some people healthy and others not? What leads to dysfunction?). (10 pts)
  b. Identify specific clinical problems of this client; conceptualized from your theoretical perspective. (20 pts)
  c. Identify and interpret relevant literature, including treatment outcome studies, that support your approach to this case. (10 pts).
  d. What *alternative* theoretical conceptualizations may prove useful in your understanding or treatment of this client (10 pts).

• **Describe the process and progress of treatment** (20 pts)
  - This includes what you did when components of your treatment plan did not prove effective (what modifications did you make based on theory) as well as how treatment progressed (e.g., how things went)

• **Legal and Ethical Issues** (20 pts)
• What specific legal or ethical issues did you encounter or would you anticipate? Discuss solutions.

• **Supervision** (10 pts.)
  • Address how supervision contributed to the development and treatment of this case.
    o e.g., How did you utilize supervision? What could have been done differently with supervision?

• **Doing Things Differently** (10 pts.)
  • Describe how you might approach therapy differently now that you have done some or all of the therapy.

• **Personal Issues** (10 pts.)
  • Describe and address any personal issues raised while treating this client.
  • Address any "mistakes" you made and what you were able to learn from them.

• **Writing and References** (20 pts.)
  • Writing style, grammar, spelling, and professionalism will be evaluated.
  • Reference all materials used and be able to present this material if requested by a reader.
  • APA style **must be used** for all in-text references as well as in the reference list.
  • All references in the text must be cross-checked for being in the reference section and vice-versa.

Total Points: **200**

Criteria for passing:
• All sections above must be scored at 70% or better.
• Overall score must meet or exceed 80%

**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](http://www.sjsu.edu/senate/S07-2.htm), 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](http://www.sjsu.edu/studentconduct/) 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.

**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/.
## Course Schedule

### Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8-23-12</td>
<td>Overview of the Course</td>
</tr>
<tr>
<td>2</td>
<td>8-30-12</td>
<td>Skills and techniques for working with couples</td>
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<tr>
<td>3</td>
<td>9-6-12</td>
<td>Skills and techniques for working with couples</td>
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<tr>
<td>4</td>
<td>9-13-12</td>
<td>Skills and techniques for working with couples</td>
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<tr>
<td>5</td>
<td>9-20-12</td>
<td>Skills and techniques for working with couples</td>
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<td><strong>Paper 1 Due</strong></td>
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<tr>
<td>6</td>
<td>9-27-12</td>
<td>Professional Development as a Therapist</td>
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<td>7</td>
<td>10-4-12</td>
<td>Professional Development as a Therapist</td>
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<tr>
<td>8</td>
<td>10-11-12</td>
<td>Professional Development as a Therapist</td>
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<tr>
<td>9</td>
<td>10-18-12</td>
<td>Professional Development as a Therapist</td>
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<tr>
<td>10</td>
<td>10-25-12</td>
<td>Professional Development as a Therapist</td>
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<td></td>
<td></td>
<td><strong>Letter to Yalom Due</strong></td>
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<td>Week</td>
<td>Date</td>
<td>Event</td>
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<tr>
<td>11</td>
<td>11-1-12</td>
<td>Clinical Formulation and Treatment Planning</td>
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<tr>
<td>12</td>
<td>11-8-12</td>
<td>Clinical Formulation and Treatment Planning</td>
</tr>
</tbody>
</table>
| 13   | 11-15-12   | Clinical Formulation and Treatment Planning  
                     Draft Comp Due |
| 14   | 11-22-12   | Thanksgiving – No Class                  |
| 15   | 11-29-12   | Clinical Formulation and Treatment Planning  
                     Edited comps Due |
| 16   | 12-6-12    | Clinical Formulation and Treatment Planning  
                     Final Comps Due |
|      |            | Final Exam  
                     Thursday 12/15/12  
                     2:45 – 5:00pm  
                     HGH 255 |