Course and Contact Information

Instructor: Joelle R. Maletis, MA.Ed, MA., LMFT
Office Location: DMH 232
Telephone: (408) 375-5803 Private Phone Number; (408) 924-5639 SJSU Voice Mail
Email: jrmaletissjsu@gmail.com
Office Hours: Mondays 11:45 - 1:00 pm
Class Days/Time: MW 10:30 am - 11:45 am
Classroom: DMH359
Prerequisites: Psyc 001

Course Description

From catalog: Survey of clinical psychology as profession and the role of the clinical psychologist as therapist, diagnostician, administrator, scientist and agent of individual and social change.

This course is designed to introduce you to the field of clinical psychology. Over this semester we will discuss the history of clinical psychology and how he field has come to the place where it is today, the major tasks of a clinical psychologist, and current issues in the field as it relates to culture, theoretical orientation and becoming a psychotherapist.

Learning Outcomes

The two primary goals of the course are (1) to provide students with a general understanding of the various constructs thought to be related to psychological well-being, and (2) to develop an ability to think critically about these constructs and the empirical study of them.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO1: have a familiarity with the main constructs thought to be related to psychological well-being

CLO2: think critically about the empirical study of constructs related to psychological well-being

CLO3: understand, interpret, and apply knowledge gained from empirical studies of constructs related to psychological well-being
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 – 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.

PLO3 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO4 – 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

Clinical Psychology: Science, Practice, and Culture, Third Edition: DSM-5 Update
Andrew M. (Mark) Pomerantz

On Being a Therapist, 4th Edition
Jeffrey A. Kottler

The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients
Irvin Yalom

American Psychological Association

Weekly articles, podcasts, movies, and other resources will be posted by Mondays at 12:00 pm (and may be given in class).

Definition of a Credit Hour

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in http://www.sjsu.edu/senate/docs/S12-3.pdf

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:

Turn your phone off before class begins and never, ever take your phone out during class. If I see your phone I will ask you to leave. If you need to take notes on your phone, you should find another section of this course immediately and give your spot to one of the students trying to add. Should you need special accommodations, please request in writing permission from the professor.

Please do not sleep in this class. I know there are special cases where something comes up and you must attend class when you're not your best, but please do not disrespect me or your fellow students by sleeping here. If I catch you sleeping, you will be asked to leave.

You may not use a laptop in this class unless you sign an Agreement of Proper Computer Use. This agreement requires you to confirm your understanding of the penalty for using your computer for *anything* except taking notes in this class: immediate, non-negotiable failure of the course. Inappropriate computer use by other students is the number one complaint I receive, so please do not be tempted to assume that if you sit in the back of the room you will not be caught surfing the web in my class. Should you need special accommodations, please request in writing permission from the professor.

Treat panel guests with the utmost respect as they are donating their time to help you with your learning process.

My office is room DMH 232. My phone number there is 408-924-5639; yet, I prefer you call me at 408-375-5803. If I am not in my office, please leave a message for me at 408-375-5803 or, better yet, email me. (Please note that I will not be checking my SJSU vm on a regular basis). I will have regular office hours on Mondays from 11:45 am - 1:00 pm. 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 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 understand that Wednesdays I have limited time and need to go directly to my private practice patients. If I'm unable to answer your questions, please email me immediately and I'll respond within 24 hours. You're most welcome to email and/or call as often as you'd like. Communication is a beautiful thing but not a requirement of successful course completion. Again, I'll respond to you within 24 hours.

Please be respectful of the thoughts, opinions, and experiences of others. Many of the topics in this class may have personal significance to some students. Please make a special effort to listen to one another – particularly while in the groups, since the temptation is there to socialize with other group members rather than listen to the person speaking. Please understand that we'll be covering material that is of an extremely sensitive nature; should you be unable to keep your comments on-task, you'll be asked to leave the class and meet me during office hours. If this becomes a problem for you, you'll be dropped from the class. Cross-talk will not be tolerated as well. As an upper division course, I expect students to have a level of decorum and help maintain a safe learning environment.

Canvas and E-Campus
This course is now on the new learning system for the University, Canvas. To get there go to https://instructure.com. The login is your SJSUOne name and the password is your SJSUOne password. Easy peasy.

All of the material shown on the overheads in lectures will be available on Canvas after class. These materials are not meant to be a substitute for coming to class, and they will not be available until after the material is discussed in class. In that this an upper division course, my expectation is that you will be very engaged in the material as it is being discussed in class, and will use the notes as reference, either during or after class, and to prepare for examinations rather than a way to not be present physically or intellectually in class.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along, as well as copies of the additional readings required for this course. If you have trouble accessing the webpage or downloading any of the items there, come and talk to me. Or, feel free to email me.

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/.

Course Requirements and Assignments

Grading is based on the sum of the following:
14 Quizzes at 10 points per quiz
140 total Quiz points
+
15 Process Papers at 10 points per paper
150 total Papers points
+
1 Midterm Paper
150 total paper points
+
1 presentation (group project)
100 total presentation points
+
Final Exam
150 total
----
690 points possible in the course

Grading Scale

A+ 100 - 97 %
Exams

There will be 1 final exam. The final exam will be comprehensive as well as cover both readings from the text and class lectures. The exam will be a vignette case study with multiple-choice questions and will include 3 short essay questions. The exam will be given during the final exam schedule on May 19, 2015 from 9:45 am - 12:00 pm.

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 48-hours prior to the day of the exam if you cannot make the exam time.

Quizzes

There will be 14 online quizzes in this course. Quizzes will be completed by midnight the night prior to each module on Canvas, and you will have 10 minutes to complete them. In order to do well on the quiz, you need to do the reading thoroughly before you attempt to take the quiz, rather than assuming that you will be able to look the answers up as you answer questions. This will ensure that you come to class prepared to discuss and integrate the information contained in the assigned reading. No late quizzes will be accepted.

Process Papers

There will be 15 paper assignments in this class. The process papers will be a short (2-3 page) description of your thoughts on specific questions (listed on the schedule) each week of the semester. The purpose of these papers will be to focus your thinking about your own career priorities in this and other classes, and allow you to expand and contrast your interests with the topics discussed over the course of this class. Although it is about a somewhat informal topic, this is a scholarly paper and should be well-written and well-crafted or you will not receive credit. All writing must be APA compliant or points will be deducted.

Midterm Paper

This is a scholarly paper and should be well-written and well-crafted or you will not receive credit. All writing must be APA compliant or points will be deducted from the total of 150 points. The midterm paper must be 25 - 26 pages in addition to the 3 assigned texts, reading assignments as well as 3 additional outside resources. Resources must be scholarly work and sited as per APA standards.
Students are expected to answer questions such as: Irvin Yalom juxtaposed to Jeffrey A. Kottler; which one do you align more with and why? How have these to psychologists shaped your opinion of the field of psychology, as a psychotherapist, of yourself? What were each psychologists’ strengths; weaknesses? How would you apply the Andrew M. (Mark) Pomerantz information thus far into your paper. Who would be the ideal population you want to work with, why? What level of training, cultural competency, strengths, weaknesses, challenges do you see yourself having; and why? How would you overcome these challenges?

Group Presentation

These presentations will be approximately 20 minutes each, and should be presented in powerpoint format. Groups will be responsible for stating the case of one side of an issue, and a second group will present the case for the opposing side. The purpose of these presentations is to allow students to delve deeper into a clinical psychology careers as well as developing skills for negotiating roles in a group project and presenting in front of the class. Students will self select the group they’re interested in on March 18, 2015:

Group 1: Role of the PhD
Group 2: Role of the PsyD
Group 3: Role of the MFT
Group 4: Role of the LCSW (MSW)
Group 5: Role of the LPCC
Group 6: Role of the ATR
Group 7: Role of the Psychiatrist (MD)
Group 8: Role of the Forensic Psychologist
Group 9: Role of the Educational Psychologist

Online submissions

You must turn in your papers to the online upload on Canvas. This is a plagiarism detection and originality analysis system. You will receive feedback about the amount of copying you may have done in your paper before you turn in your final version. You can still correct any mistakes or plagiarism based on this feedback BEFORE you turn in your final paper by the deadline. Once the deadline has arrived, the last version uploaded will be your final paper. The following file types are compatible with the online process: MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain Text. If you plagiarize your paper it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university. I take this very seriously, I hope you will as well.

Attendance

Attendance is not required, but it is strongly encouraged. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. 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 – I tend to think that *the whole* class period is fascinating and important, and I’m not likely to have time to recreate it for you over email. Remember that professors tend to emphasize what they think is most important about a given topic in lecture, so
this is generally the content that you should be most familiar with for assessments such as exams and papers.

**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.

**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/

**Assignments Key**

R = READING ASSIGNMENT  
L = LECTURE  
Q = QUIZ (CANVAS FORMAT)  
P = PROCESS PAPER  
GP - 30 minute GROUP PRESENTATION  
A = ARTICLE POSTED  
MP = MIDTERM PAPER  
FE = FINAL EXAM  
FS - FILM ASSIGNMENT

**Syllabus is Subject to change as per Professor; should changes be necessary changes will be noted on line as well as in class.**

**Process papers will be accepted no later than Monday 1200 am. The may be emailed to me or posted. I will accept a hard copy the day of class. NO LATE PROCESS PAPERS WILL BE ACCEPTED**
**Quizzes will be open on Thursday 900 am and close on Sunday 1200 am. NO MAKE UP QUIZZES**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Due</th>
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</table>
| 1    | 1/26/15 | R: Andrew M. (Mark) Pomerantz; Part 1 and Chapter 1  
L: Syllabus Review  
L: Basic Psychological Terminology | 1/28/15    |
| 1    | 1/28/15 | R: Andrew M. (Mark) Pomerantz; Chapter 2  
R: Jeffrey A. Kottler; Chapters 1, 2, 3  
Q: Andrew M. (Mark) Pomerantz; Chapter 2 & Jeffrey A. Kottler; Chapters 1, 2, 3  
L: Reading Discussion on Andrew M. (Mark) Pomerantz; Part 1 and Chapter 1; History of Clinical Psychology  
P: What does the field of psychology mean to me? What are my strengths and weaknesses when thinking about developing into psychotherapist? | 2/2/15     |
| 2    | 2/2/15  | R: Andrew M. (Mark) Pomerantz; Chapter 3  
R: Jeffrey A. Kottler; Chapters 4, 5, 6  
Q: Andrew M. (Mark) Pomerantz; Chapter 3 & Jeffrey A. Kottler; Chapters 4, 5, 6  
L: Reading Discussion on Andrew M. (Mark) Pomerantz; Chapter 2 & Jeffrey A. Kottler; Chapters 1, 2, 3; Risks of therapy as working in the field of psychology | 2/9/15     |
| 2    | 2/4/15  | L: Reading Discussion on Andrew M. (Mark) Pomerantz; Chapter 2 & Jeffrey A. Kottler; Chapters 1, 2, 3; Risks of therapy as well as the risks of working in the field of psychology | 2/9/15     |
| 2    | 2/4/15  | P: How are you going to “be perfectly imperfect” in the field of psychology? | 2/9/15     |
| 3    | 2/9/15  | R: Andrew M. (Mark) Pomerantz; Chapter 4  
R: Jeffrey A. Kottler; Chapters 7, 8, 9  
Q: Andrew M. (Mark) Pomerantz; Chapter 3 & Jeffrey A. Kottler; Chapters 4, 5, 6  
L: Reading Discussion Andrew M. (Mark) Pomerantz; Chapter 3 & Jeffrey A. Kottler; Chapters 4, 5, 6; Controversies in the field of Clinical Psychology | 2/16/15    |
| 3    | 2/11/15 | L: Reading Discussion Andrew M. (Mark) Pomerantz; Chapter 3 & Jeffrey A. Kottler; Chapters 4, 5, 6; Controversies in the field of Clinical Psychology | 2/16/15    |
| 3    | 2/11/15 | P: In your opinion, what is your biggest psychological controversy? How do you think this will affect/effect your ability to work in the field of psychology? | 2/16/15    |
| 4    | 2/16/15 | R: Andrew M. (Mark) Pomerantz; Chapter 5  
R: Jeffrey A. Kottler; Chapters 10, 11, 12  
Q: Andrew M. (Mark) Pomerantz; Chapter 4 & Jeffrey A. Kottler; Chapters 7, 8, 9 | 2/23/15    |
<table>
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<tr>
<th>Date</th>
<th>Discussion</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>2/18/15</td>
<td>L: Reading Discussion Andrew M. (Mark) Pomerantz; Chapter 4 &amp; Jeffrey A. Kottler; Chapters 7, 8, 9; Cultural Competency</td>
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<td>2/23/15</td>
<td>P: How will you sit with your countertransference and the client’s transference when it comes to diabolical differences? What groups of people can you not work with? 2/23/15</td>
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| 3/2/15     | R: Andrew M. (Mark) Pomerantz; Chapters 6 & 7  
R: Irvin Yalom; Chapters 1 - 10  
Q: Andrew M. (Mark) Pomerantz; Chapter 5 & Jeffrey A. Kottler; Chapters 10, 11, 12  
L: Reading Discussion Andrew M. (Mark) Pomerantz; Chapter 5 & Jeffrey A. Kottler; Chapters 10, 11, 12; Ethics in Psychology 3/2/15 |
| 3/2/15     | P: What are your ethical concerns as you think about a career in Psychology? How will you handle your moral compass, your judgements and the ethical conflict as a psychotherapist? 3/2/15 |
| 3/9/15     | R: Andrew M. (Mark) Pomerantz; Chapters 8  
R: Irvin Yalom; Chapters 11 - 30  
Q: Andrew M. (Mark) Pomerantz; Chapter 6, 7 & Irvin Yalom; Chapters 1 - 10  
L: Reading Discussion R: Andrew M. (Mark) Pomerantz; Chapters 6, 7 & Irvin Yalom; Chapters 1 - 10; DSM, Diagnosis and Assessment 3/9/15 |
| 3/5/15     | L: Reading Discussion R: Andrew M. (Mark) Pomerantz; Chapters 6, 7 & Irvin Yalom; Chapters 1 - 10; DSM, Diagnosis and Assessment 3/9/15 |
| 3/5/15     | P: Is Diagnosis and Assessment important when doing therapy? How would you use this information as a clinician? Do you think Yalom’s style is effective, why or why not? 3/9/15 |
| 3/16/15    | R: Andrew M. (Mark) Pomerantz; Chapters 9 & 10  
R: Irvin Yalom; Chapters 31 - 52; PS 1 - 30  
Q: Andrew M. (Mark) Pomerantz; Chapter 8 & Irvin Yalom; Chapters 11 - 30  
L: Reading Discussion Andrew M. (Mark) Pomerantz; Chapters 8 & Irvin Yalom; Chapters 11 - 30; DSM, Diagnosis and Assessment 3/16/15 |
| 3/11/15    | P: If you went to see a psychotherapist, what would your diagnoses be? How would you feel about having a mental health "label"? Who’s style do you think is more effective? 3/11/15 |
| 3/18/15    | R: Irvin Yalom; Chapters 53 - 85  
Q: Andrew M. (Mark) Pomerantz; Chapter 9, 10 & Irvin Yalom; Chapters 31 - 52 3/18/15 |
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<th>Week</th>
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<tr>
<td>7</td>
<td>3/11/15</td>
<td>MP: Irvin Yalom juxtaposed to Jeffrey A. Kottler; which one do you align more with and why? How have these to psychologists shaped your opinion of the field of psychology, as a psychotherapist, of yourself? What were each psychologists’ strengths; weaknesses? How would you apply the Andrew M. (Mark) Pomerantz information thus far into your paper. Who would be the ideal population you want to work with, why? What level of training, cultural competency, strengths, weaknesses, challenges do you see yourself having; and why? How would you overcome these challenges? How will you apply each Andrew M. (Mark) Pomerantz chapters 1 - 10?</td>
<td>3/18/15</td>
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<td>8</td>
<td>3/16/15</td>
<td>L: Reading Discussion Irvin Yalom juxtaposed to Jeffrey A. Kottler; Discuss Midterm Paper</td>
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<td>8</td>
<td>3/18/15</td>
<td>Midterm Paper Due</td>
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<td>R: Articles posted on Canvas</td>
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<td>L: Reading Discussion Andrew M. (Mark) Pomerantz; Chapter 9, 10; GP discussion - divide into 4 groups; Military and Veteran Populations</td>
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<td>Pick Group for Group Presentations</td>
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<td>9</td>
<td>3/23/15</td>
<td>Spring Break</td>
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<td>9</td>
<td>3/25/15</td>
<td>Spring Break</td>
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<td>10</td>
<td>3/30/15</td>
<td>R: Andrew M. (Mark) Pomerantz; Chapters 9 &amp; 10</td>
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<td>R: Posted Articles</td>
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<td>Q: Andrew M. (Mark) Pomerantz; Chapter 8 &amp; Irvin Yalom; Chapters 11 - 30</td>
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<td>L: Reading Discussion Andrew M. (Mark) Pomerantz; Chapters 8, 10 &amp; Posted Articles; Clinical Interviews, First Sessions</td>
<td>4/6/15</td>
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<td>10</td>
<td>4/1/15</td>
<td>L: Reading Discussion Andrew M. (Mark) Pomerantz; Chapters 8, 10 &amp; Posted Articles; Clinical Interviews, First Sessions</td>
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<td>10</td>
<td>4/1/15</td>
<td>P: Mental Health versus Mental Illness: pick a side and debate the argument.</td>
<td>4/6/15</td>
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<td>11</td>
<td>4/6/15</td>
<td>R: Andrew M. (Mark) Pomerantz; Chapters 11</td>
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<td>R: Posted Articles</td>
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<td>Q: Andrew M. (Mark) Pomerantz; Chapter 9, 10 &amp; Posted Articles</td>
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<td>L: Reading Discussion Andrew M. (Mark) Pomerantz; Chapters 9, 10 &amp; Posted Articles; DSM, Diagnosis and Assessment</td>
<td>4/13/15</td>
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<td>12</td>
<td>4/13/15</td>
<td>R: Research articles and resources relative to your GP</td>
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<td>Q: Andrew M. (Mark) Pomerantz; Chapters 11 &amp; Posted Articles</td>
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<td>L: (No Classroom time) - Meet with group</td>
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<td>12</td>
<td>4/15/15</td>
<td>R: Research articles and resources relative to your GP</td>
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<td>L: (No Classroom time) - Meet with group</td>
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<td>13</td>
<td>4/20/15</td>
<td>R: Research articles and resources relative to your GP</td>
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<td>Date</td>
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<tr>
<td>4/22/15</td>
<td>R: Research articles and resources relative to your GP</td>
<td>Psychology Guests' Panel</td>
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<td>4/22/15</td>
<td>P: Why did you pick the psychological career path you did for the group presentation? Was the panel discussions helpful?</td>
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<td>4/27/15</td>
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<td>4/27/15</td>
<td>GP: GROUP 9, GROUP 3 &amp; GROUP 6</td>
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<td>4/29/15</td>
<td>GP: GROUP 2 &amp; GROUP 4 &amp; GROUP 7</td>
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<td>4/29/15</td>
<td>GP: GROUP 5, GROUP 8 &amp; GROUP 1</td>
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<td>5/4/15</td>
<td>R: Andrew M. (Mark) Pomerantz; Chapters 12, 13, 14</td>
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<td>5/6/15</td>
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<td>5/4/15</td>
<td>P: Asses the other members in your group. Don’t be shy, assign the individual members a letter grade. After hearing the four presentations, have you changed your mind about your career path choice?</td>
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<td>FS: Choice one to Watch: Silver Linings Playbook, The Perks of Being a Wallflower, Lars and the Real Girl or Filth</td>
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<td>P: What’s your opinion of the clinician in the film? Did they do a good job, why or why not? Did the client improve with therapy; why or why not? What would you have done differently?</td>
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<td>L: Doing therapy: A fishbowl class experiential exercise</td>
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<td>5/6/15</td>
<td>R: Andrew M. (Mark) Pomerantz; Chapters 15, 16</td>
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<td>5/11/15</td>
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<td>5/6/15</td>
<td>Q: Andrew M. (Mark) Pomerantz; Chapters 12, 13, 14</td>
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<td>FS: Choice one to Watch: Silver Linings Playbook, The Perks of Being a Wallflower, Lars and the Real Girl or Filth</td>
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<td>P: What’s your opinion of the clinician in the film? Did they do a good job, why or why not? Did the client improve with therapy; why or why not? What would you have done differently?</td>
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<td>L: Doing therapy: A fishbowl class experiential exercise</td>
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<td>L: Films Discussion</td>
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<td>5/13/15</td>
<td>Last Class</td>
<td>L: Final Exam Review</td>
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<td>5/19/15</td>
<td>Final Exam Tuesday 945 am - 1200 pm</td>
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