Welcome to our course!

Dear Students,

My name is Professor Leslye Tinson and I am excited that you will be joining me in **PSYC 160: Clinical Psychology** this semester! It’s an interesting time to be exploring this field especially as we see increases in the need for mental health treatment as we navigate the COVID-19 pandemic.

The Fall 2020 academic semester runs from August 17 - December 17. The first day of instruction is Wednesday, August 19. **Our class officially starts on Thursday 8/20/2020 at 12:00pm**, and that is when you can login to begin your work.

To successfully login use the following:

- SJSU One page: [one.sjsu.edu](http://one.sjsu.edu)
- Canvas website: [SJSU Login](#)

On **Thursday 8/20/2020 at 12:00pm**, I’ll be hosting a Live Course Welcome Session and Lecture 1. I’ll use Zoom to give you a tour around our course website and answer your questions. We will also have a discussion of course content. You can join from your desktop, laptop, or smartphone.

**Zoom link for our class session is available on Canvas.**

Our class is fully online, and there are required activities to complete in order to stay actively enrolled. Please login and finish the following Orientation module by Tuesday, 8/25/2020.

1. Read the Orientation module (includes our syllabus)
2. Participate in the “Intro” Discussion Board
3. Complete the “Getting to Know You” Assignment
4. Setup your study plan schedule

**To Summarize:**

- Our course starts on **Thursday 8/20/2020 and ends on December 3.**
- I’ll host the Live Course Welcome Meeting using Zoom on **Thursday 8/20/20 at 12:00 PM**, and
- You have several items to complete in the orientation module before **Tuesday 8/25/2020.**

That’s it for now. Feel free to email me if you have any questions or concerns getting started. I’m looking forward to an awesome semester of learning with you.

Leslye M. Tinson, M.S., LMFT
Leslye.Tinson@sjsu.edu
Course Syllabus, PSYC 160: Clinical Psychology
Fall 2020

| Instructor: | Leslye M. Tinson, M.S., LMFT (she/her) Lecturer of Psychology & African American Studies |
| Office Hours: | By appointment: [https://leslyetinson.youcanbook.me](https://leslyetinson.youcanbook.me) |
| Email: | Leslye.Tinson@sjsu.edu |
| Class Days/Time: | This course is fully online using Canvas: [https://sjsu.instructure.com](https://sjsu.instructure.com) |
| Class Location: | This course is fully online. All course materials are located on Canvas |
| Prerequisites: | PSYC 1 - General Psychology |

Catalog Description

**PSYC 160**: 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. 3 units

Welcome to our online-hybrid course!

“We will work together to make the most of our online learning experience. None of us chose the pandemic, or to be fully online, yet here we are. As we move through the semester together, let’s commit to giving ourselves and others grace, compassion, empathy, and patience.” *Professor Tinson*

[Proceed To Our Course Website](https://sjsu.instructure.com)

[SJSU Learn Anywhere Portal](https://sjsu.instructure.com)

Course Information

Our course is **PSYC 160: Clinical Psychology, Section 2**. The CRN is #44006. Our course is designed in a hybrid format. **We will meet together synchronously on Tuesdays at 12:00pm - 1:15pm** (via Zoom or Google Meet) for class discussions and on Thursdays you will have independent study and assignments due for the class. Much of your work on Thursdays (and throughout the weekend) will be made to prepare for the following class meeting.
This course will provide an overview of the field of clinical psychology, its foundational history, theoretical frameworks and we will also explore various career options, including how to become a masters-level clinician and doctoral program admissions. You will be able to grasp a wide variety of knowledge related to the field, learn what clinical psychologists do, how research is advanced, and the ways in which clinical psychology has evolved over time. As your facilitator in this course, I will guide you through a number of readings, activities and assignments that will enrich your learning and improve your understanding of clinical psychology. While this course may be considered an “introduction” to the field of clinical psychology, it is highly recommended for anyone who has an interest in the mental health profession or similar fields, while also being a relevant topic to all students.

About your instructor

My name is Leslye Tinson and my pronouns are she, her. Please refer to me as “Professor Tinson” or “Ms. T”. I am a Lecturer in the Department of Psychology and in the Department of African American Studies at SJSU. I have been teaching at SJSU since 2015 and enjoy meeting new students and helping you as you make progress in your educational journey.

I have a Master of Science in Clinical Psychology from San Francisco State University. I am a Licensed Marriage and Family Therapist and have a clinical private practice. I also teach in the Counseling graduate program at San Francisco State University. I will share more about my background and experiences with you on our Canvas website.

Contact Information

If you have a question as you are moving through the class, please do the following:

1) If it is a general question, post it on the Q&A forum for our class.
2) If it is a personal question (e.g. grades, accommodations, etc.), send me a message using the Canvas inbox.
3) OR Send me an email directly at Leslye.Tinson@sjsu.edu. If you email me directly, be sure to let me know it’s for our PSYC 160 course.

Textbooks and Materials

Our required textbook is Clinical Psychology: Science, Practice, and Diversity, 5th edition by Pomerantz.

You will also need:

- a **composition book** or **paper** for taking notes,
- a **computer/laptop/e-device** for accessing Canvas, and submitting assignments, and
- **reliable Wi-fi** connection for accessing our online classroom discussions.
- Please use **earbuds (or headphones)** with a microphone for our class meetings.
- **Computers are available for rental from SJSU Student Computing Services.**

### Student Learning Objectives

For this course, the following student learning objectives will be met through a variety of assigned readings, films, writing assignments and class discussions.

1.  **Knowledge Base in Clinical Psychology**

   Students will be able to demonstrate competency of foundational concepts, major theories, historical trends and contemporary approaches in clinical psychology.

   This SLO is met by assigned readings, films, quizzes and assignments in Modules 1, 2, 3, 4, 5 and 6.

2.  **Research Methods in Clinical Psychology**

   Students will be able to communicate basic research methodology and assessment procedures in clinical psychology.

   This SLO is met by assigned readings, films, quizzes and assignments in Modules 1, 5, 6, 7, 8, 9, and 10.

3.  **Critical Thinking Skills**

   Students will be able to apply critical thinking skills to various clinical psychology topics. Students will be able to compare different psychotherapies, and assess strengths and weaknesses of each model. Students will assess the career pathways (including masters-level and doctoral-level programs), exploration of lack of diversity in the clinical profession, the graduate admissions process, and pathways to state licensure. Students will process their positionality and background and how they affect and inform their approaches to clinical work.

   This SLO is met by assigned readings, films, quizzes and assignments in all modules of the course: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 and 15.

4.  **Applications of Clinical Psychology**

   Students will be able to apply theoretical concepts into practice, by reviewing case vignettes or clinical scenarios, and developing case formulations and recommended treatment plans as appropriate to the client’s presentation. Students will be able to explore client’s and therapists social identities and dynamics that impact the therapeutic relationship. We will also explore family therapy and special clinical topics in child/adolescent psychology, health psychology and forensic psychology.

   This SLO is met by assigned readings, films, quizzes and assignments in Modules 1, 3, 4, 5, 7, 8, and 11.

5.  **Values in Psychology**

   Students will develop a multicultural, intersectional conceptualization of self and its impact on working with diverse clients in a clinically therapeutic setting, explore their personal biases and assumptions, tolerate ambiguity, assess emotional maturity, maintain high ethical standards, respond to ethical dilemmas and adhere to legal obligations of the profession.

   This SLO is met by assigned readings, films, quizzes and assignments in Modules 4, 5, 6, 7, and 8.
Program Learning Objectives: B.A. Psychology

1. Knowledge Base of Psychology
   Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

2. 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.

3. Critical Thinking Skills
   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.

4. Applications of Psychology
   Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

5. Values in Psychology
   Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Recommended books (optional)


Brown, B. (2010). The gifts of imperfection: Let go of who you think you’re supposed to be and embrace who you are. Hazelden Publishing.


Journal Articles


Course Format

This course will be conducted through weekly Zoom meetings, active discussions, online forums, required films, and assignments on the Canvas course website. To use Canvas, students will need access to an electronic device such as a computer, and will need to login using their SJSU credentials.

Canvas

Canvas is SJSU’s Learning management tool. All of our course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas course website. Students are responsible for regularly checking Canvas and their SJSU email address regularly to learn of any updates. Since this is a fully online course, Canvas will be the centralized source of course material, communication and supplemental material. You will also need to use your SJSU Library account to access certain required films in the course.

- Login regularly and check Canvas often!!!
- Video: How to Access Canvas (Canvas Overview).

Required Computer Equipment

You will need a computer and reliable internet access in order to successfully complete this course. Some of the course material may be accessible by phone or other e-device, but the majority of the course’s content may require a full computer/laptop browser and a large bandwidth of data access. Therefore, it is strongly recommended that you utilize a full computer or laptop to access all course materials. Computers are available for loan from the campus.

Student Computing Services

NOTE: There may be some apps that are incompatible with iPad or Chromebook security settings. In these cases please contact me as soon as possible, so we can try to figure out an alternative.

Need Tech Support???
If you think you need tech support, try these things first:

1. Log out and try to log back in. Restart your computer.
2. Try a different web browser. See if it works in Chrome or Firefox.
3. Maybe a classmate can help! Post your question to our Q&A forum on Canvas.
5. Contact SJSU eCampus for help
6. Inside Canvas, use the help emoji (question mark icon) on the left navigation Canvas menu and submit a trouble ticket.
7. If all else fails, email Professor Tinson: Leslye.Tinson@sjsu.edu
Student suggested learning path

Each Canvas module is set up in a sequentially numbered format. To ensure you don’t miss anything, you should plan to follow the module in order as it is designed. There will be green check marks or red marks next to each item. This helps you to easily keep track of what is due for each module.

Canvas’ navigation buttons are located at the bottom of each page of the module. To proceed, you will need to click the NEXT button. Click NEXT to continue, so that you do not miss any content.

Below is an example of what the Module layout looks like:
Course Requirements Overview

Courses 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. Please keep in mind that additional discipline in making sure assignments are completed on time, is the responsibility of the student enrolled in an online course. The course requirements are as follows:

1. Course Orientation 20 points
2. Syllabus Quiz 10 points
3. Entry tickets 15 points
4. Exit tickets 15 points
5. Homework 50 points
6. Discussion Posts 40 points
7. Mini quizzes 100 points
8. Surveys 20 points
9. Clinical paper 30 points

Total course points possible: 300 points

Assignment Details in Brief

Course orientation module (20 points)
- Setup your Canvas profile, add profile picture, and set your notifications ON
- Setup your Zoom account, add profile picture
- Attend Zoom orientation or view the recording
- Watch the introduction videos
- Complete the Online preparedness self-assessment
- Prepare a learning schedule

Graded Assignments in the Orientation Module
- Post on the introductory discussion board (Submit using Canvas Studio, or text with photos)
- Submit “Getting to know you” sheet to instructor

Syllabus Quiz (10 points)
The course syllabus is our agreement for the semester. Students are expected to read the syllabus thoroughly and refer to it often during the course. We will have one quiz (administered on Canvas) that will review your understanding of the syllabus policies and course requirements. **Students who do not complete the syllabus quiz by the deadline will receive 0 points on this assignment.**

- Syllabus Quiz

Weekly Entry Tickets (15 points) and Exit Tickets (15 points)
- Each week of the course, you must submit at least 2 questions to the “entry ticket” in Canvas. During our sessions on Zoom, I will select questions from there for our weekly discussions.
- Each week of the course, you must submit an “exit ticket” on Google Forms. This helps me assess your progress over the course of the semester.
Homework (50 points)

Students will complete Canvas assignments through submission of written assignments. Examples of these assignments include: reviewing a case study to identify possible psychotherapies that would work best for this case, or generating ideas for treatment based on a certain patient’s clinical presentation, or analyzing content based on a popular media article or peer-reviewed journal.

- Homework 1: Interests in Clinical Psychology (Chapters 1 and 2)
- Homework 2: Controversies, Diversity and Ethics (Chapters 3, 4, and 5)
- Homework 3: Clinical interviewing Role Play (Chapter 8)
- Homework 4: Reflection paper (Choose from chapters 12, 13, 14 or 15)
- Homework 5: Special investigation paper (Choose from chapters 16, 17, 18 or 19)

Discussion Forums (40 points)

In addition to our Zoom discussions, students will participate in virtual dialogue with classmates through the Canvas discussion forums. Examples might include: sharing your favorite theoretical orientation and why, or analysis of a video or controversial issue in clinical psychology. Students will post their original ideas then reply to several colleagues in the course. The goal is to have authentic dialogue with at least one other student each week. Discussion posts can be submitted as written text or video submissions using Canvas Studio, which is an app built into our Canvas course.

- Canvas Discussion 1: A day in the life of a clinical psychologist or LMFT
- Canvas Discussion 2: Graduate school admissions process
- Canvas Discussion 3: Life after graduate school and getting licensed
- Canvas Discussion 4: Key learnings from the semester (video/podcast project)

Mini-quizzes (100 points)

There are 10 mini-quizzes in our course. Each will assess your reading content and grasp of key concepts from the course topic for that week. The quizzes will consist of multiple choice questions, fill in the blank, true/false and short answers.

- MQ 1: Introduction to Clinical Psychology (Chapter 1)
- MQ 2: History and Current Directions (Chapters 2 and 3)
- MQ 3: Diversity and Culture (Chapter 4)
- MQ 4: Ethical considerations (Chapter 5)
- MQ 5: Clinical Research (Chapter 6)
- MQ 6: Diagnosis and DSM-5 Classification (Chapter 7)
- MQ 7: Clinical interviewing (Chapter 8)
- MQ 8: Clinical assessment and testing (Chapters 9 and 10)
- MQ 9: Psychodynamic and Humanistic Psychotherapies (Chapters 12 and 13)
- MQ 10: Behavioral, Cognitive, and Mindfulness-Based Psychotherapies (Chapters 14 and 15)

Self Assessments and Course Surveys (20 points)

- Survey 1: How are you doing so far? Week 3 of the course 5 points
- Survey 2: Self assessment 1 Week 5 of the course 5 points
- Survey 3: Mid semester check-in Week 9 of the course 5 points
- Survey 4: Final self assessment End of semester 5 points
Clinical Paper (30 points)
You will have the choice of writing an essay for graduate school admissions or a positionality paper that utilizes Hays' (2008) ADDRESSING model.

1) Graduate Admissions Process: This option has 2 parts.
   a) Submit your Curriculum vita (CV)
   b) Submit your Purpose Statement (Select 1 of 2 prompts)
   - Essay Prompt #1: What are your academic and professional goals? How does pursuing graduate help you in meeting those goals? What personal and professional experiences have led you to choose becoming a psychotherapist?
     ○ NOTE: If you are specifically interested in SJSU’s M.S. Clinical Psychology program, practice writing this statement.
   - Essay Prompt #2: Write an autobiographical personal statement that informs the committee of the following: Who you are and why you are pursuing graduate study at this time? What are some of your key beliefs about human behavior? What experiences have shaped you into who you are now, and how has that impacted your desire to become a therapist? Identify your overall career goals, research experiences and interests, and any other additional strengths that will make you an excellent candidate for our graduate program.

2) Write an ADDRESSING positionality paper (Hays framework)
   a) Who are you?
   b) Outline your identities using the ADDRESSING model.
   c) In what areas do you experience or experience oppression?
   d) Why and how do these identities impact your therapeutic stance?
   e) How might your identities impact your clinical work?
   f) How would you go about addressing these identities in your work with diverse clients?
   g) In light of your positionality, which theoretical frameworks or psychotherapies feel most relevant to you?

Final Exam
The “final exam” for our course consists of the following items completed:
- Homework 5: Special investigation paper (Choose from chapters 16, 17, 18 or 19)
- Canvas Discussion 4: Key learnings from the semester (video/podcast project)
- Final self-assessment survey
Grading for the course

This is a points-based course. The minimum points required for each grade is listed below. Students will be assigned a letter grade based on the total points they earned in the course. Letter grades on the Canvas website are not considered official grades. If students have questions about their progress in the course, I strongly encourage you to meet with me during office hours.

MAX GRADE: 300 points

The table below demonstrates the minimum points for each letter grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Minimum Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>290</td>
<td>97%</td>
</tr>
<tr>
<td>A</td>
<td>280</td>
<td>93%</td>
</tr>
<tr>
<td>A minus</td>
<td>270</td>
<td>90%</td>
</tr>
<tr>
<td>B plus</td>
<td>260</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>250</td>
<td>83%</td>
</tr>
<tr>
<td>B minus</td>
<td>240</td>
<td>80%</td>
</tr>
<tr>
<td>C plus</td>
<td>230</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>220</td>
<td>73%</td>
</tr>
<tr>
<td>C minus</td>
<td>210</td>
<td>70%</td>
</tr>
<tr>
<td>D plus</td>
<td>200</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>190</td>
<td>63%</td>
</tr>
<tr>
<td>D minus</td>
<td>180</td>
<td>60%</td>
</tr>
<tr>
<td>Fail</td>
<td>0 to 179</td>
<td>Below 60%</td>
</tr>
<tr>
<td>Credit</td>
<td>210 or above</td>
<td>70% or better</td>
</tr>
<tr>
<td>No Credit</td>
<td>0 to 209</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>

Determination of Grades

- Add up the points in the required areas, up to the max points in that category (see Assignments section of the syllabus).
- Final letter grades are not rounded up. Percentages on Canvas are not the official grade. Students should refer to this syllabus for the points assigned to each letter grade.
- Except in the case of an instructor clerical error, all grades submitted to the Registrar are final and cannot be changed after the semester ends.
- Petitions for INCOMPLETE are only approved in the rare circumstance of which a student, who is currently passing the class, has completed over 80% of the coursework, and is unable to finish due to an unforeseen emergency.
- Extra Credit: I typically do not offer extra credit. At my sole discretion, I may offer limited extra credit opportunities, and if so, those opportunities will be announced on Canvas.
Classroom Protocols

Office Hours

- You can directly book an appointment with me using the YouCanBookMe website.
- Due to the nature of the fully online course, and the current health pandemic, I will not physically be available to meet on the SJSU campus.
- I am happy to have face-to-face virtual meetings using phone/ video appointments on ZOOM, a video conferencing service. All SJSU students, faculty and staff have access to a Zoom account.
- Please set up a meeting with me as soon as you realize you are having difficulty in the class, so we can figure out a solution.
- If my office hour times do not work for you, please email me your availability so we can try to schedule an alternative.

ALWAYS include “PSYC 160” in the subject line of the email. Example emails are below:

<table>
<thead>
<tr>
<th>Dear Professor Tinson:</th>
<th>Hi Ms. T:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am in your Clinical psych class. I have a question about Chapter 13. Can you help me understand the humanistic perspective of depression?</td>
<td>I would like to meet but can’t attend your scheduled office hours. Can we setup an alternate time? I’m available Tuesday and Wednesday 3-5pm.</td>
</tr>
<tr>
<td>Thanks,</td>
<td>Sincerely,</td>
</tr>
<tr>
<td>Jane Smithsonian</td>
<td>Matt Washington</td>
</tr>
</tbody>
</table>

Online Classroom Behavior

1. I expect students to take risks, try hard and do their best. Having a positive attitude will go a long way!
2. Please be respectful of the instructor and other students in the course, by refraining from use of profanity, and statements that are racist, sexist, homophobic, transphobic, etc. and any other offensive comments on the discussion forums and in your electronic communications.
3. If a behavioral disruption arises, I will ask to set up a meeting to discuss it with you directly.
4. Cheating and plagiarism will not be tolerated. College rules regarding discipline for academic integrity violations will be followed, including notifying the Department Chair and the Dean of our college. (See Academic Integrity Policy)
5. **TIME MANAGEMENT is important.** Taking an online course requires additional discipline. We won’t have the day to day reminders and in-person interaction. I will do my best to send email reminders, or post Canvas reminders online. However, it is ultimately the student’s responsibility to manage time wisely, study in a progressive manner (as opposed to cramming) and submit all assignments by their stated deadlines.
6. Special reminders about email etiquette
   a. Please use the Canvas inbox to send me a message about the class.
   b. Please include an informative subject heading when sending emails.
   c. I will do my best to reply to your emails within 1 day during the week. However, on occasion it may take a longer time to reply. Please ensure that the courtesy of at least 24 hours has passed before emailing me again.
   d. Please use kind words and maintain a respectful tone in your emails to me. Please try to avoid emailing me when you are upset or frustrated. Please avoid accusatory language, use of emoticons, or any other language that may be interpreted as rude, condescending, harassing or inappropriate to the instructor.
e. If your email is disrespectful, demeaning or disruptive, I will refer it to the Department Chair and/or College Dean for further action. Additionally, I will also ask you to refrain from emailing me further until we have been able to schedule a meeting to discuss the matter amicably.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at SJSU. The academic integrity policy and Student Code of Conduct requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the Office of Student Affairs - Student Conduct. Each student in this course is expected to conduct themselves with academic integrity. Any work submitted by a student in this course for academic credit will be the student’s own work. You are encouraged to study together to discuss major concepts covered in lecture. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file, a diskette, or a hard copy, or in any other format. Students are expected to submit college-level original work, with proper credit and in-text citations given to external sources using American Psychological Association (APA) current edition style guide. A list of references must also be provided for each typewritten assignment. For more information on proper citations in APA format, visit www.apastyle.org. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive 0 points for the assignment. Penalties can also be extended to include University disciplinary action.

Student Absences

This is a fully online course, so attendance is expected by students engaging on Canvas multiple times per week. As your professor, I will have the ability to monitor Canvas engagement through the activity report. This view shows me how often you are logged into our course and interacting with the assignment and materials. I expect students will be able to manage their own time. Since this is an online class, I expect students to develop their own learning schedule, ensuring that they set up an individual plan to adhere to the deadlines as reasonably as possible. Since we are in a current health pandemic, I am using the deadlines as “suggestions” and will accept late work without your need to provide me with a lengthy explanation. However, if you will be absent for more than 2 weeks consecutively, please let me know. With that said, however, do not wait until the last week of class to try to do all the modules.

Course Incompletes, Withdrawals, Grade Changes

I expect each student to monitor their own academic progress in the class using the course points system listed in the syllabus. You will be able to view your grades on Canvas in the left navigation menu. Students who are having difficulty should consult with me during office hours for guidance (as soon as they notice they are having difficulty) or seek other academic assistance (tutoring, disability accommodations, counseling, etc.). Grade changes after the semester is over will only be allowed for instructor clerical error. Sometimes students are not performing well (having a "bad" semester) or have other emergencies that prohibit them from completing the course on time. If this happens, a student may wish to apply for an incomplete or withdraw from the course. Please review the University Catalog for instructions about course drops, incompletes, and withdrawals.
Statement on Diversity and Inclusiveness

I understand and appreciate that we represent a rich variety of backgrounds and perspectives. Therefore, I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community I ask all students to:

- share their unique experiences, values and beliefs
- be open to the views of others
- appreciate the opportunity that we have to learn from each other
- value each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course, on campus, and in our communities

Mental Health Disclaimer & Support Services

All course material has been carefully selected to enhance the educational experience, and is not intended to traumatize or harm students. However, there are topics that we will cover that might be difficult to hear about, view films or witness others’ experiences. There may also be some material that has the potential to be retriggering of past trauma. I strongly suggest that students “put your safety mask on first” – which means, take good care of yourself as you take this online course, take breaks when needed, and regularly practice self-care, as well as solicit mental health services (if needed) as you pursue the course content.

- **If you are experiencing a psychiatric emergency, please dial 911 or go to your nearest hospital.**
- **SJSU Counseling and Psychological Services**

University Policies

This page contains information relevant to all courses at SJSU.

- **General Expectations, Rights and Responsibilities of the Student**
- **Academic Integrity**
- **Accommodation to Students’ Religious Holidays**
- **Adding and Dropping Classes**
- **Attendance and Participation**
- **Accommodations for Students with Disabilities**
- **Consent for Recording of Class and Public Sharing of Instructor Material**
- **Timely Feedback on Class Assignments**
- **Workload and Credit Hour Requirements**

University Resources for Students

- **SJSU Learn Anywhere**: Student resources for online learning
- **Counseling and Psychological Services (CAPS)**
- **Peer Connections**
- **SJSU Cares**
- **Student Technology Resources**
- **Writing Center**
Course Schedule: PSYC 160

The following schedule outlines assigned readings and general topics that will be covered each week. Substantive changes will be announced via Canvas announcements.

- SJSU Registrar website
- Fall 2020 SJSU Registrar Calendar

<table>
<thead>
<tr>
<th>#</th>
<th>Dates</th>
<th>Module Topics, Reading Assignments and Tasks</th>
<th>Assignment Submissions</th>
</tr>
</thead>
</table>
| 0 | 8/20/2020 - 8/25/2020 | Orientation Module: Course Orientation  
  - Introductions  
  - Course Overview  
  - Syllabus Review  
To Do List  
  - Attend Zoom orientation meeting - Thursday 8/20/2020 at 12:00pm  
  - Complete Orientation module  
    - Setup your Canvas profile  
    - Setup your Canvas notifications and email preferences  
    - Download and read the Course Syllabus (PDF)  
    - Complete the Syllabus Quiz on Canvas  
    - Purchase/download textbook and materials  
    - Setup your study plan  
  - Watch intro videos from instructor |  
  - Post in the introductory discussion forum and video forum (10 points)  
  - Submit “Getting to know you” sheet to Professor Tinson (10 points)  
  - Syllabus Quiz (10 points) |
| 1 | 8/20/2020 - 8/27/2020 | Module 1: Introduction to Clinical Psychology  
To Do List  
  - Watch intro videos from instructor  
  - Read Chapter 1 + articles on Canvas  
  - Watch assigned videos  
  - Review optional materials  
  - Attend Zoom session  
  - Submit assignments due for this week |  
  - Entry Ticket 1  
  - MQ 1: Introduction to Clinical Psychology (Chapter 1)  
  - Canvas Discussion 1: A day in the life of a clinical psychologist or LMFT  
  - Exit Ticket |
To Do List  
  - Watch intro videos from instructor  
  - Read Chapter 2 + articles on Canvas  
  - Watch assigned videos  
  - Review optional materials  
  - Attend Zoom session  
  - Submit assignments due for this week |  
  - Entry Ticket 1  
  - Homework 1: Interests in Clinical Psychology (Chapters 1 and 2)  
  - Exit Ticket |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Module Title</th>
<th>To Do List</th>
<th>Assignment Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9/3/2020 - 9/10/2020</td>
<td><strong>Module 3: Current controversies and directions in clinical psychology</strong></td>
<td>Watch intro videos from instructor&lt;br&gt;Read Chapter 3 + articles on Canvas&lt;br&gt;Watch assigned videos&lt;br&gt;Review optional materials&lt;br&gt;Attend Zoom session&lt;br&gt;Submit assignments due for this week</td>
<td>Entry Ticket (1 point)&lt;br&gt;MQ 2: History and Current Directions (Chapters 2 and 3)&lt;br&gt;Survey 1: How are you doing so far?&lt;br&gt;Exit Ticket (1 point)</td>
</tr>
<tr>
<td>4</td>
<td>9/10/2020 - 9/17/2020</td>
<td><strong>Module 4: Diversity and cultural issues in clinical psychology</strong></td>
<td>Watch intro videos from instructor&lt;br&gt;Read Chapter 4 + articles on Canvas&lt;br&gt;Watch assigned videos&lt;br&gt;Review optional materials&lt;br&gt;Attend Zoom session&lt;br&gt;Submit assignments due for this week</td>
<td>Entry Ticket (1 point)&lt;br&gt;Canvas Discussion 2: Graduate school admissions process&lt;br&gt;MQ 3: Diversity and Culture (Chapter 4)&lt;br&gt;Exit Ticket (1 point)</td>
</tr>
<tr>
<td>5</td>
<td>9/17/2020 - 9/24/2020</td>
<td><strong>Module 5: Ethical and Professional Issues in Clinical Psychology</strong></td>
<td>Watch intro videos from instructor&lt;br&gt;Read Chapter 5 + articles on Canvas&lt;br&gt;Watch assigned videos&lt;br&gt;Review optional materials&lt;br&gt;Attend Zoom session&lt;br&gt;Submit assignments due for this week</td>
<td>Entry Ticket (1 point)&lt;br&gt;MQ 4: Ethical considerations (Chapter 5)&lt;br&gt;Survey 2: Self assessment 1&lt;br&gt;Exit Ticket (1 point)</td>
</tr>
<tr>
<td>6</td>
<td>9/24/2020 - 10/1/2020</td>
<td><strong>Module 6: Research Methods in Clinical Psychology</strong></td>
<td>Watch intro videos from instructor&lt;br&gt;Read Chapter 6 + articles on Canvas&lt;br&gt;Watch assigned videos&lt;br&gt;Review optional materials&lt;br&gt;Attend Zoom session&lt;br&gt;Submit assignments due for this week</td>
<td>Entry Ticket (1 point)&lt;br&gt;Homework 2: Controversies, Diversity and Ethics (Chapters 3, 4, and 5)&lt;br&gt;MQ 5: Clinical Research (Chapter 6)&lt;br&gt;Exit Ticket (1 point)</td>
</tr>
<tr>
<td>7</td>
<td>10/1/2020 - 10/8/2020</td>
<td><strong>Module 7: Diagnosis and Classification of Mental Disorders</strong></td>
<td>Watch intro videos from instructor&lt;br&gt;Read Chapter 7 + articles on Canvas&lt;br&gt;Watch assigned videos&lt;br&gt;Review optional materials&lt;br&gt;Attend Zoom session&lt;br&gt;Submit assignments due for this week</td>
<td>Entry Ticket (1 point)&lt;br&gt;MQ 6: Diagnosis and DSM-5 Classification (Chapter 7)&lt;br&gt;Exit Ticket (1 point)</td>
</tr>
<tr>
<td>Module 8: Clinical Interviewing</td>
<td>Assignment Submissions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ● Being an interviewer        | ❑ Entry Ticket (1 point)  
| ● Developing rapport         | ❑ MQ 7: Clinical interviewing (Chapter 8)  
| ● Improving technique        | ❑ Exit Ticket (1 point)  
| ● Note taking                |                        |
| ● Mental status exam         |                        |
| ● Managing crises            |                        |
| **To Do List**               |                        |
| ❑ Watch intro videos from instructor |                   |
| ❑ Read Chapter 8 + articles on Canvas |                  |
| ❑ Watch assigned videos      |                        |
| ❑ Review optional materials  |                        |
| ❑ Attend Zoom session        |                        |
| ❑ Submit assignments due for this week |                   |

<table>
<thead>
<tr>
<th>Module 9: Intellectual and Neuropsychological Assessment</th>
<th>Assignment Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To Do List</strong></td>
<td></td>
</tr>
<tr>
<td>❑ Watch intro videos from instructor</td>
<td></td>
</tr>
<tr>
<td>❑ Read Chapter 9 + articles on Canvas</td>
<td></td>
</tr>
<tr>
<td>❑ Watch assigned videos</td>
<td></td>
</tr>
<tr>
<td>❑ Review optional materials</td>
<td></td>
</tr>
<tr>
<td>❑ Attend Zoom session</td>
<td></td>
</tr>
<tr>
<td>❑ Submit assignments due for this week</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 10: Personality and Behavioral Assessment</th>
<th>Assignment Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To Do List</strong></td>
<td></td>
</tr>
<tr>
<td>❑ Watch intro videos from instructor</td>
<td></td>
</tr>
<tr>
<td>❑ Read Chapter 10 + articles on Canvas</td>
<td></td>
</tr>
<tr>
<td>❑ Watch assigned videos</td>
<td></td>
</tr>
<tr>
<td>❑ Review optional materials</td>
<td></td>
</tr>
<tr>
<td>❑ Attend Zoom session</td>
<td></td>
</tr>
<tr>
<td>❑ Submit assignments due for this week</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 11: Group and Family Therapy</th>
<th>Assignment Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To Do List</strong></td>
<td></td>
</tr>
<tr>
<td>❑ Watch intro videos from instructor</td>
<td></td>
</tr>
<tr>
<td>❑ Read Chapter 16 + articles on Canvas</td>
<td></td>
</tr>
<tr>
<td>❑ Watch assigned videos</td>
<td></td>
</tr>
<tr>
<td>❑ Review optional materials</td>
<td></td>
</tr>
<tr>
<td>❑ Attend Zoom session</td>
<td></td>
</tr>
<tr>
<td>❑ Submit assignments due for this week</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 12: Psychodynamic &amp; Humanistic Therapies</th>
<th>Assignment Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To Do List</strong></td>
<td></td>
</tr>
<tr>
<td>❑ Watch intro videos from instructor</td>
<td></td>
</tr>
<tr>
<td>❑ Read Chapters 12 and 13 + articles on Canvas</td>
<td></td>
</tr>
<tr>
<td>❑ Watch assigned videos</td>
<td></td>
</tr>
<tr>
<td>❑ Review optional materials</td>
<td></td>
</tr>
<tr>
<td>❑ Attend Zoom session</td>
<td></td>
</tr>
<tr>
<td>❑ Submit assignments due for this week</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Dates</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>13</td>
<td>11/12/2020 - 11/19/2020</td>
</tr>
<tr>
<td>14</td>
<td>11/19/2020 - 11/30/2020</td>
</tr>
<tr>
<td>15</td>
<td>12/1/2020 - 12/7/2020 Last day of classes</td>
</tr>
</tbody>
</table>