Course and Contact Information

Instructor(s): Sarah Nadeau, M.S., LMFT
Office Location: Online due to pandemic restrictions. Office hours will be held over Zoom at this link: https://sjsu.zoom.us/j/83576247621?pwd=aGExOEE4MUJ3WmhlQy9BaTVYWGx3QT09
Password: 555147
Telephone: Please contact me by email or through Canvas
Email: Sarah.nadeau@sjsu.edu
Office Hours: Mondays and Wednesdays 1pm-2pm or by appointment
Class Days/Time: Monday and Wednesday 4.30pm- 5.45pm
Classroom: Zoom link: https://sjsu.zoom.us/j/86945085377?pwd=SW91WEtzcmhhbGp0cXNJMEtJdnFnUT09
Password: 962777
Prerequisites: PSYC 1

Course Description

From the SJSU Catalog: A 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 intended to provide you with an overview of field of clinical psychology. It will focus on a variety of issues pertinent to the field with respect to settings, clients, practice, science, training, ethics, culture, and directions the field is taking. We will also discuss assessment, classification, approaches to therapy, demonstration of clinical effectiveness, the relevance of culture, gender, and other contextual variables, and the ethics that guide practice. We will highlight some general issues around psychological treatments and the theories that guide them. This course will not cover the theories and methods of psychotherapy in-depth, as those are covered in another course offered by the Department of Psychology, PSYC 165: Theories and Methods of Counseling. A portion of the class will also cover the different types of graduate study in psychology, focusing on the variety of graduate degrees relevant to clinical practice and research.

In this course, we will emphasize the development of your critical thinking skills. Clinical psychology, like most areas of science, is not a field with easy answers to difficult psychological and philosophical questions. In this vein, we will work to thoughtfully examine the different approaches to study, assess, and alleviate human suffering. This development of critical thinking is intended to help you become more critical consumers and
evaluators of psychological services as well as assist with your decisions about your place in the field of psychology.

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

Classes will be held live at the assigned time each week via Zoom (see link listed above as classroom location). Quizzes, papers, and class activities will be administered through the Canvas learning system.

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Link to Learn Anywhere website](https://community.canvaslms.com/t5/Student-Guide/tkb-p/student) for current Wi-Fi options on campus.

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Assignment submission
- Assignment feedback from instructor
- Grade roster

Check this site regularly for course announcements, articles, assignments, and other course materials.

Click [this link to access the Canvas site](http://www.sjsu.edu/at/ec/canvas/) or go to http://www.sjsu.edu/at/ec/canvas/ and click the Canvas icon to log in. You can also log in through [one.sjsu.edu](http://one.sjsu.edu).

Username = SJSU 9-digit ID

Password = your current SJSUOne password

For additional information:


**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System at [http://sjsu.instructure.com](http://sjsu.instructure.com). Use your SJSUOne login and password to access Canvas. You are responsible for regularly checking in Canvas for any class announcements or updates. For help with using Canvas, see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) at [http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).
Program Information

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.

Course Learning Outcomes (CLO)

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

CLO1 – to develop a broad understanding of the field of clinical psychology including its historical roots and the current issues facing the field  
CLO2 – to review different types of training programs that lead to different degrees (masters vs. doctorate) and corresponding licenses (MFT, LCSW, licensed clinical psychologist) and the advantages and challenges in each of these professional paths 
CLO3 – to understand the role of science in the study of clinical psychology and unique approaches to documenting clinical change (including clinical significance, single case methodology, and process coding methodology) 
CLO4 – to have a basic familiarity with the major paradigms as used in the assessment, classification, and treatment of psychological problems 
CLO5 – to familiarize students with the essential role that culture, gender, and other contextual variables play in the delivery of case conceptualization and psychological interventions 
CLO6 – to be familiar with the code of ethics for practicing psychotherapists and the limitations of confidentiality 
CLO7 – to have a basic overview of the major theoretical paradigms and their approaches to psychopathology and corresponding psychological, social, and biological interventions 
CLO8 – to understand how the material covered in this course can be used by both those pursuing a career in clinical psychology and those seeking the services of psychotherapists.

Required Texts/Readings

Textbook


ISBN: 9781544333618

Other Readings

Additional readings will be provided on the Canvas learning management system course website.
Library Liaison: Psychology

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials.

Psychology Librarian:
Christa Bailey
christa.bailey@sjsu.edu
408-808-2422

The library also has an abundance of resources for doing psychology research: http://libguides.sjsu.edu/psychology

Course Requirements and Assignments

Online Quizzes

The quizzes are meant to stimulate your reading of the text and keep you ahead of the lecture material. All quizzes will be multiple-choice and will be based on the assigned readings. The quizzes are completed on Canvas at your convenience (not during class). They will be available online each week and due according to the schedule below.

According to Canvas, you can log in and out to do the quiz, as long as you save your answers. The quizzes have a due date, but they are not timed, and they can be completed in multiple sessions. HOWEVER, some students have had problems with the quizzes submitting themselves between log-ins, so I would suggest doing them in one sitting.

Quizzes will only be due as posted online and will not be able to be turned in later than that deadline. Quizzes will typically only be available for the week prior to the deadline. I cannot print or re-open a quiz for you if you miss one. Please keep track of your quiz schedule and the scores you receive. Please do not ask me to make a special case for you after you miss a quiz due date. Students have informed me that sometimes they experience problems logging into Canvas late at night or very early in the morning to complete quizzes. Please allow yourself sufficient time to accommodate delays caused by technical difficulties such as these. If you email me after a quiz has closed saying that you had technical difficulties, I will not be able to help you.

The quizzes address the follow learning outcomes: CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, PLO1, and PLO2.

Class activities/responses

I plan to have 16 brief responses based on the activities, demonstrations, and/or discussions that occur during class time. Some responses can be completed outside of class. These will be brief and basic but will allow you to explore the content a little bit more. These really are meant to encourage class attendance and class participation. We will evaluate how well they serve these goals during the semester.

In-class activities will cover a variety of learning outcomes depending on the needs of the class.

1. Choice Assignment – Statement of Intent or Interview a Professional

You will have an option to complete one of two topics for this assignment. Both will have the same due date, and both take time and research to complete.

This assignment addresses the follow learning outcomes: CLO2, CLO8.

A - Statement of Intent for Graduate School

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 graduate study or other post-baccalaureate study. It will
need to a final draft, one worthy of submitting to graduate school. The good news is that you will get a lot of feedback about how it would do, if you sent it in this way.

This is a statement that is written for a particular program, and we will discuss 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. There are key elements to this, and it takes much, much more time than you think it will (or should take). There will be more information about this posted on-line and given in class. This is designed to be useful to you and help with one of the hardest parts of the application process.

You must turn in your statement of intent (personal statement) by uploading it in Canvas. You will be required to submit it through TurnItIn. 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 assignment and possible dismissal from the university. I assume that you have completed the plagiarism tutorial available here: [http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm](http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm) by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes.

Please contact me with questions BEFORE the paper is due. **The full instructions and grading criteria are on Canvas.**

**B - Interview a Professional**

For some of you, you may not be ready to attempt the statement of intent, and that is fine. I assume that one reason for this is that you do not know the type of graduate program to which you will apply. In this case, you may complete the assignment to interview a professional in the clinical field of your choice. 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 pursue, so interviewing an academic may not be as useful. The assignment itself is posted online.

This Interview a Professional assignment will be turned in as scheduled of the semester and will be submitted online.

The full instructions and grading criteria are on Canvas.

**2. Vignette Assignment**

The vignette response paper is an opportunity for students to apply the knowledge they have gained in the course to a fictitious clinical case. The case provides an opportunity to express and develop knowledge about cultural issues, ethics, treatment planning, diagnostic issues, and more. Writing on the vignette should begin by mid semester and will take a considerable amount of time. The full assignment is on the course website. You **MUST** follow the instructions for the write-up as they appear on the assignment. This is a scholarly assignment, but you are allowed to talk in the first person, assuming this is your client. However, keep the language more formal and professional. This is how you would talk about your own clients as a psychotherapist.

This vignette assignment will be turned in toward the end of the semester and will be submitted online.

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.
Final Examination or Evaluation

There will be a final class activity that will involve the topics presented over the duration of the course. Each class member will be expected to come prepared and contribute to the activity. Full details and grading criteria will be posted on Canvas.

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Grading Information

There will be 400 points available in the course.

Grading is based on the following (percentage weight of each assignment is listed in parentheses):

1. Case vignette assignment 100 points (25%)
2. 10 online home quizzes 10 points each (2.5% each, 25% total)
3. Statement of intent/Interview a professional paper 100 points (25%)
4. 16 class activities/responses 5 points each (1.25% each, 20% total)
5. Final evaluation 20 points (5%)

There will be opportunities to earn a small amount of extra credit throughout the semester.

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<td>A minus</td>
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Late policy

Quizzes may not be submitted late unless by prior agreement with me.

If you require an extension for a paper, please communicate with me as soon as possible regarding your needs so that we can find a suitable solution. Papers submitted late without discussion with me will be marked down 1 letter grade per day after the due date.

Classroom Protocol (Delete if not applicable)

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the assignments are due. You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of assignments. Check the class web site if you cannot be in class and want to check the due dates. Generally, I will lecture in class, and participation is highly
encouraged. Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.

Attendance

Attendance is highly recommended as there will be a variety of in-class activities and discussions. In this case, I expect you to come to every class or review the recording soon after the class has taken place. However, there will not be something due every day, and I do not take roll. If you do not attend or view classes regularly, you will definitely miss important content.

Class is also the time to have any questions answered that you may have. The lectures are not a simple reiteration of the text and will contain different material. If you see contradictions between the lecture and the material in the text, please do not hesitate to ask about this in class.

Attendance is the responsibility of the student. However, attendance itself may not be used as a criterion for grading. Students are expected to attend all meetings for their courses, as they are responsible for all material covered during class meetings, and active participation is frequently essential to ensure maximum benefit to all class members. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at http://www.sjsu.edu/senate/docs/F15-3.pdf.

University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

Academic Integrity/Plagiarism/Cheating

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

If you are found to be violating the Academic Integrity Policy, you will fail the assignment, which may result in also failing the class, and you will be reported.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.
Accommodation to Students' Religious Holidays

University Policy S14-7 states that San José State University shall provide accommodation on any graded class work or activities for students observing religious holidays that require absence from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the absence. It is the responsibility of the instructor to make every reasonable effort to honor the request without penalty, and of the student to make up the work missed.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at https://www.sjsu.edu/provost/academic_affairs/resources/Academic_Calendars/. Students should be aware of the current deadlines and penalties for dropping classes (Link to Late Drop Information at https://www.sjsu.edu/aars/policies/latedrops/policy/).

Information about the latest changes and news is available at the this link to the Advising Hub found at https://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

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

“Students are not allowed to record without instructor permission” Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Other campus services

Writing Center

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring is also available through online platforms.

To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

In the Spring 2021 semester, the SJSU Writing Center will be offering online tutoring services and providing an "Ask a Tutor" live chat service during select weekday hours posted on their website.

Counseling Center

The SJSU Counseling and Psychological Services is located in the Student Wellness Center (at the corner of 7th Street and San Carlos, across from the Event Center) in Room 300B. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus
climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling).

**SJSU Cares – Food and other Resources**

If you're an SJSU student who has had a recent crisis which has left you food insecure, couch-surfing, or facing unexpected bills, SJSU Cares may be able to help identify and connect you to resources.

SJSU offers a number of resources and services on campus to help you deal with situations and issues outside of the classroom that may take away from your academic success. Some of those services include mentoring, counseling, health and wellness, and public safety assistance. We also offer a coordinated response to students matriculated in regular sessions programs who are experiencing an unforeseen economic crisis which is impacting their ability to be a successful student.

SJSU Cares can meet one to one with students who are experiencing an unforeseen economic crisis to determine which resources/support can be offered. For other students it might be helpful to know of our major programs such as [Spartan Food Pantry](http://www.sjsu.edu/counseling), [Just In Time Mobile Food Pantry](http://www.sjsu.edu/counseling), and [CalFresh sign-up assistance](http://www.sjsu.edu/counseling).

**Peer Connections**

[Peer Connections](http://peerconnections.sjsu.edu) is your campus-wide resource for mentoring (time management, note taking, learning strategies, adjusting to college, etc.) and tutoring (including over 120 different courses and undergraduate writing). In addition, Peer Connections provides classroom support through Supplemental Instruction Leaders, Learning Assistants, Peer Mentors, and Embedded Tutors. Your instructor will announce if a Peer Educator is in your class. Peer Connections also has space for studying and offers breakfast snacks for students each day while supplies last. All services are FREE to SJSU students.

For more information on services, hours, locations, or a list of current student success workshops, please visit the website at [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu).