

Introduction to Clinical Psychology
Psychology 406
Fall 2008

Instructor: Glen Spielmans, Ph.D.

Telephone: 651-999-5826

Office: Midway Campus, Suite 100, Office #104

Office Hours: M 2:30-5:00 or by appointment

E-Mail: glen.spielmans@metrostate.edu

Website: <http://faculty.metrostate.edu/spielmgl/>

The above website is **not** for official class business – D2L will be used for the online component of the course (see below)

Class Time: 1-4:20 T

Classroom: Midway 104

Required Texts:

Trull, T. J. (2005). *Clinical Psychology* (7th edition). Thomson Wadsworth.

Young, M. E. (2009). *Learning the Art of Helping* (4th edition). Prentice Hall.

Use of Email

Please note that this course uses email as a *required* mode of communication frequently. All students have access to an email account through the university, though you are free to use whatever email account you desire. The importance of email will become quite clear as you read the syllabus.

Course Objectives

The purpose of this course is to learn the basics of clinical/counseling theory and practice as well as develop a basic understanding of the fields of clinical and counseling psychology. Students should become somewhat familiar with the major research methods used in clinical/counseling psychology. This course will require the use of, and likely improvement of, writing skills as well as locating, reading and integrating findings of psychological and psychiatric research. Students will understand (but their learning will not be limited to) the following major components of counseling and clinical psychology:

1. diagnosis and classification of mental disorders
2. relationships between culture and mental illness
3. interviewing
4. evaluation of treatment effectiveness
5. basic counseling skills
6. use of assessment tools in mental health settings
7. major theories of counseling
8. current issues in clinical and counseling psychology

Competency Statement

Students will display an understanding of the basics of clinical/counseling psychology. Students will be able to apply popular theories of psychopathology

and therapy to an individual case. It is expected that students will be able to interpret findings from relevant psychological and psychiatric research, understanding the strengths and limitations applicable to various research methods. Both factual knowledge and an ability to apply course knowledge to realistic scenarios will be assessed.

Course Structure

Lectures will be provided during some course sessions, but much of the class will be directed by students. Much of the content will be covered in class via discussions and student presentations. Students who participate actively in group and individual activities are more likely to both learn course material and enjoy the course.

An integral part of student learning is the completion of assignments and projects in which students apply course knowledge. If students fail to complete assignments, they are likely to learn significantly less in the course.

Preparing For Class

The applied nature of this course requires regular class attendance, participation in discussions, and reading the text and other readings as required. You are expected to read assigned chapters and any additional readings *before* each class session in order to prepare for classroom activities and discussion. Failure to complete assigned readings will show itself in your lack of contribution to class discussions and group activities, and will quite likely lead to poor performance on written assignments. Should material in the text seem difficult to understand even after lectures, discussions, and class activities, students are advised to again read over the material thoroughly, then contact the professor.

Extra Credit

Extra credit is not given in this class. Please do not ask if an exception can be made, because an exception will **not** be granted.

Exams

The assignments below take the place of quizzes/examinations. There are no exams or quizzes in this class.

COURSE REQUIREMENTS

Brief Reports (25% of grade)

Students will complete eight writing assignments pertaining to a variety of readings. Some assignments will cover one reading, whereas others will encompass material from several readings. Students' understanding of the readings will be assessed through these assignments, and discussion questions written by students as part of these assignments will largely guide classroom discussion of the material. These reports will be emailed to the instructor.

More details regarding these reports are provided in separate documents.

Each student will have their lowest brief report score dropped, *except for assignments not turned in* – failure to complete a brief report will result in a zero for that assignment.

Research Paper (25% of grade)

Students are expected to complete an in-depth research paper on a topic in the field of clinical psychology. Students *must* check with the instructor to approve their choice of topic for the paper. The length of the paper is from 10-15 pages, not including references. Please follow the format of the American Psychological Association when writing this paper. This main point of the paper is for students to demonstrate their ability to write coherently and make logical arguments that *are backed by reputable sources*. This is *not* an opinion paper. The paper is due on December 2nd. Late papers will be docked 10% per day late.

Please keep in mind that the Metropolitan State University Library is extremely unlikely to have all of the sources which you will need for this paper. Therefore, you should find a suitable topic as soon as possible and have it approved by the professor. At that point, you can start doing research and ordering articles and books via interlibrary loan or making trips to our library or the University of Minnesota to get sources yourself. If you throw your paper together at the last minute, it is highly likely to be incomplete and poorly written. **START YOUR PAPER SOON!** Further handouts and instructions will be provided regarding the final paper.

Paper topics can be fairly wide-ranging. It is most common for students to write about a specific treatment for a specific disorder (e.g., cognitive therapy for depression), though students may choose any topic in clinical psychology for which there is a sufficient amount of published research. Details regarding the research paper will be provided in separate documents.

Treatment Presentation (20% of grade)

Each student will select a partner for this assignment. The professor has a list of treatments that may be selected as a topic in a separate document. One student will discuss the empirical foundations of a treatment and the other student will discuss how the treatment is provided. Both students are expected to present for 15-20 minutes. More details will be provided in a separate document.

Mock Therapy Session and Transcription (10% of grade)

In order to provide students with an opportunity to act as a therapist, each student will serve as both a mock therapist and as a client. The setting will be an initial interview. In order to learn from feedback, each student will

transcribe part of the therapy session and provide commentary regarding his/her own performance. Further documents will be provided regarding this assignment.

Case Study (10% of grade)

As an opportunity to display their understanding of various theories of psychopathology and psychotherapy, students will complete a case study assignment. The assignment will involve students each developing a case, as well as laying out how the case may have developed his/her current mental state and how the case should be treated from a variety of theoretical viewpoints. Further documents will be provided regarding this assignment.

Note that this assignment will likely be much easier if you have taken an abnormal psychology or similar class that discussed various theories of psychopathology, though it can still be completed at a high level without such a background.

Classroom Activities and Discussions (10% of grade)

Small group activities may be conducted during the semester as time permits. These activities may not be announced and will involve participation points that will be included in the overall point total for the course. Your participation in these activities will help to enhance your learning experience by gaining the perspectives of your group members and should help you to enjoy the class. Points for discussion and activities cannot be made up; if class is missed, points will be deducted.

Class discussions will occur frequently. Students will devise relevant discussion questions (see separate documents), and students will be expected to provide thoughtful responses to these questions in class. Again, a lack of attendance will be reflected negatively in one's grade for discussions.

Late Assignments

Because there is a heavy workload in this class and students have other responsibilities in their lives, each student may turn in one of the following assignments up to one week past the due date without penalty:

- One brief report
- Mock therapy session and transcription
- Case study

After turning in *one* late assignment, each student will lose 10% of their grade for each day late on every other late assignment.

Paper Formatting

Regarding formatting, you should have no more than a one inch margin around your papers, and you should use 12-point, Times New Roman font or a very similar font. It is your responsibility to check with the professor regarding the appropriateness of any font other than TNR 12 point font before you turn in

your paper. Double space your text. Include a cover sheet for each paper. Do not start your first page of text any lower than one inch from the top of the page. Be sure to meet all page minimums for paper assignments. Your paper grade may be reduced substantially (at least 1-2 letter grades) if the paper is short. Stated page minimums refer to *pages of text*. A cover page or reference page does *not* count as a page in your paper. Thus, a 10-15 page paper should have at least ten full pages of text.

Course Schedule

Please note that the due dates for major assignments are unlikely to change; however, the topics covered in class may not align exactly with the schedule below and dates for brief reports may change.

| Date | Covered in Class Chapter #'s are in parentheses | Due |
|----------|---|-----------------------|
| 08.26.08 | Syllabus Introduction (1) | |
| 09.02.08 | Current Issues (3) Grad School Q & A Ethics | Grad School Questions |
| 09.9.08 | D: Cultural Issues Smith (2005) Kress et al. (2005) Diagnosis/Classification (5) | Brief Report 1 |
| 09.16.08 | Research (4) Psych Interventions (11) D: Calhoun et al. (1998) Chambless & Hollon (1998) DeRubeis & Crits-Cristoph (1998) | Brief Report 2 |
| 09.23.08 | Research (4) Psych Interventions (11) D: APA Report on EBP Herbert & Gaudiano (2005) Lambert (2005) Lambert et al. (2005) Westen & Bradley (2005) | Brief Report 3 |
| 09.30.08 | Interviewing (6) D: Psychological Measures Kazdin (2006) Sechrest et al (1996) A: Interviewing | Brief Report 4 |
| 10.07.08 | Interviewing (6) D: Basic Counseling Skills (Young text) | Brief Report 5 |

| | | |
|---|--|--------------------------------|
| | A: Interviewing A: Counseling | |
| 10.14.08 | Basic Counseling Skills (Young text) A: Counseling | Brief Report 6 |
| 10.21.08 | Basic Counseling Skills A: Counseling | |
| 10.28.08 | Psychodynamic Therapies (11) Humanistic-Existential Therapies (12) Behavioral and Cognitive Therapies (13) A: Case study | |
| 11.04.08 | Assessment of Intelligence (7) Assessment of Personality (8) Behavioral Assessment(9) A: Assessment | Case Study |
| 11.11.08 | D: Assessment (Reading TBA) D: Topic and Reading TBA A: Treatment Presentations | Mock Therapy Tape & Transcript |
| 11.18.08 | Prescription privileges D: DeLeon & Wiggins (1996) Heiby et al. (2004) Lavoie & Barone (2006) A: Treatment Presentations | Brief Report 7 |
| 11.25.08 | D: Economic Factors Antonuccio et al. (2003) Healy (2004) A: Treatment Presentations | Brief Report 8 |
| 12.02.08 | A: Treatment Presentations | Research Paper |
| D: Indicates discussion topic and related reading | | |
| A: Refers to an in-class activity | | |
| TBA: To be announced | | |

Note Regarding Assigned Readings

Readings will be made available online at least one week prior to their due date
- another good reason to frequently check the D2L site!

Grades

Letter grades are assigned based upon the number of points students have earned in class based upon the following breakdown: 93%=A, 90%=A-, 88%=B+, 83%=B, 80%=B-, 78%=C+, 73%=C, 70%=C-, 68%=D+, 63%=D, and below 63% = F.

Incomplete Grades

Students whose performance is below 70% (C-) at the withdrawal deadline

should consider withdrawing from the course with a grade of “W.” You **must** withdraw by the deadline; University Policy permits NO withdrawals after the deadline. If you are in this situation the week prior to the deadline you should discuss the advantages and disadvantages of withdrawing with the course instructor. Remember, it is important to do well in your courses to stay in good academic standing. Grades of “I,” Incomplete, are reserved for students who are doing reasonably well (i.e., performance above 70%) but encounter emergency situations very close to the end of the course. Incomplete grades will not be given if the student misses more than one exam or two exercises/homework assignments. Also, students whose performance is below 70% will not be eligible for an incomplete grade.

Online Component

This is a web-enhanced course. Thus, all students **must** sign up for D2L for this course. This can be done at http://www.metrostate.edu/col/students/gs_steps.html. Through D2L, students may access lecture notes, sample papers, course announcements, grades and other course-related information. **It is the responsibility of each student to regularly check D2L and use the resources on the site.** You should check the website at least twice weekly for updates and announcements. If you have questions about accessing the site, please contact your professor.

Quality Control

This is a higher level undergraduate course. As such, it is expected that written assignments will meet at least minimal standards of decency. Misspelled words, obviously poor grammar, and sloppy writing are reflective of work that does not meet standards for this course. Points may be docked should work not meet standards for this caliber of class.

If you are caught plagiarizing (passing off another person’s work as your own), it will result in failing the course. Should you have a question as to what constitutes plagiarism, you should ask the professor.

Disability

The Disability Services Office helps students with disabilities receive appropriate accommodations from the university and their professors. Students need to register with the DSO in order to receive such services. For information, call 651-793-1525 or 651-793-1540.

Privacy Warning

Please note that e-mail is not a secure method of communication; thus, anything you send or receive via email may be intercepted by an outside party, though such a scenario is unlikely.

Classroom Etiquette

Use of cellular phones, cordless phones, corded phones, phone booths, smoke signals, Blackberries, walkie-talkies, random text messaging devices, iPods, swap-meet purchased fake iPods, and other such communication/music devices is forbidden during class. Should your device distract me or other students during class, I will gladly answer your phone for you in a manner that is sure to embarrass you or delete the entire collection of funky illegally downloaded MP3's from your device. Should you be expecting an extremely important call (e.g., your partner is nine months pregnant, your boss will fire you if you don't take a call, or a relative is on his/her death bed), please inform me before class.

If you are expecting a call, you should also sit close to an exit, so that you can leave without disturbing your classmates and professor.

Further, students are expected to behave in an appropriate manner, contributing to an environment of mutual respect between students and between the students and the professor.

Other Information

Please feel free to talk with me about your grade and class standing at any point during the semester. The course syllabus (including test dates) may be changed at the professor's discretion, including the addition or deletion of assignments, and the change of test dates. If such changes are made, the class will be given adequate warning.