

Clinical Psychology Section 80 PSYC 160

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/23/2023

Course Description and Requisites

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.

Prerequisite: PSYC 001.

Letter Graded

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

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. 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 (CLOs)

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.

Course Materials

You will be required to read the class text as well as other articles and materials.

Clinical Psychology: Science, Practice, and Diversity, Fifth Edition (2019)

Author: Pomerantz, A.M.

Edition: 5th

ISBN: 9781544333618

Other materials

Additional readings and materials will be provided on the Canvas learning management system course website.

Resource

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 for assignments.

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> (<http://libguides.sjsu.edu/psychology>).

Course Requirements and Assignments

Students will be assessed through a variety of assignments including reading quizzes, class activities, and essays.

Quizzes: Reading 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.

Activities: Class Activities/Responses

I plan to have 16 brief responses based on the activities, demonstrations, and/or discussions that occur during class time. Responses can be completed outside of class, but they will be easier for those who have participated in the classroom activity. 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.

Paper: Choice of Assignment

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 or 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 and will be submitted online.

The full instructions and grading criteria are on Canvas.

Paper: 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.

Final: Culminating Activity

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%)

Grades, Points & Percentages

A+

388 to 400 (97 to 100%)

A

372 to 387 (93 to 95%)

A-

360 to 371 (90 to 92%)

B+

344 to 359 (86 to 89 %)

B

332 to 343 (83 to 85%

B-

320 to 332 (80 to 82%)

C+

304 to 319 (76 to 79%)

C

292 to 303 (73 to 75%)

C-

280 to 291 (70 to 72%)

D+

264 to 279 (66 to 69%)

D

252 to 263 (63 to 65%)

D-

240 to 251 (60 to 62%)

F

0 to 239 (0 to 59%)

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

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.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.