



Introduction to Clinical Psychology

Fall 2012

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Lectures: Mondays and Wednesdays, 5:00-6:50 pm, SGM 601

Course Description (i.e., What's this course all about?)

Welcome to Introduction to Clinical Psychology. Through a series of lectures, readings, exercises, films, and demonstrations, this course will introduce you to the ways that clinical psychologists approach the conceptualization, assessment, diagnosis, and treatment of health problems. In particular, we will focus on the scientific basis for the practice of clinical psychology. We will also be exploring some of the current "hot topics" and long-standing controversies in our field. Upon completion of this course, you will have a good understanding of the breadth of activities and settings in which clinical psychologists participate. You will also be better prepared to be a consumer of psychological science and will be oriented towards the steps needed to gain additional training in this field.

Major Course Objectives. By the end of the course you should be able to:

- Describe the types of questions clinical psychologists ask and realize that appropriate research methods must be employed in order to answer them.
- Demonstrate an understanding of how clinical psychologists approach mental health from a biological, cognitive, and social perspective.
- Explain the importance of the scientist-practitioner model of clinical psychology.
- Identify the major tasks and responsibilities of clinical psychologists as health care professionals.
- Engage with the ethical framework for the practice of psychology.
- Identify diversity issues as they relate to clinical psychology.
- Demonstrate an increased ability to participate in the field of clinical psychology as a consumer, advocate, or practitioner.
- Communicate effectively about clinical psychological science in both written and oral formats.

Learning Resources and Teaching Methods (i.e., How am I going to learn all this?)

A. The Textbook: The textbook for this course will be **Clinical Psychology, 8th** edition by Trull & Prinstein. In addition to a hardcover purchase format, this book is available as a 130-day rental or a 6-month e-book at a lower price. The text provides a good introduction to the field of clinical psychology. I suggest that you use the key terms and focus questions in each chapter as self-tests to enhance your learning and improve your class performance. You will notice that most of the textbook readings are short; they are meant to be a framework that is filled in by the supplemental readings, lectures and class discussions. The reading for a particular lecture is listed immediately to the right of the lecture on the next page of the syllabus. Please complete these readings prior to the corresponding lecture.

B. The Supplemental Readings: Textbooks and lectures are necessarily third party presentations of information. I have selected several required supplementary required readings that compliment some of the topics covered in lecture in order to give you first hand accounts of research, clinical practice, and ethical guidelines. The titles of readings for each lecture are abbreviated on the schedule. The supplemental readings may change from this original list somewhat as new and exciting research is released or in response to the interests of the class. Supplemental articles are posted on the course website. The APA Ethics Code including 2010 amendments can be downloaded for free directly from the APA website: <http://www.apa.org/ethics/code/index.aspx>.

C. The Lectures: The lectures will both help to clarify the topics in the textbook as well as expand upon textbook material in new ways. Sometimes we will look more intensively at particular topics, review original research studies, update certain topics with cutting edge research, and apply topics to real life events. I will also show videos and try demonstrations that are not described in your text. You are expected to attend all lectures. If you know that you will miss a lecture due to religious holiday or university activity, please discuss this with me in advance. Partial powerpoints for the lectures will be posted online prior to lecture.

D. In-class exercises: We will be participating in a number of activities during class time, including "1 minute response papers," small experiments, and a class debate. These activities are intended to provide you with a chance to engage actively with course material, share your ideas, and learn from your classmates. Attendance at class sessions is required.

E. Office Hours: Please visit me during office hours!!! Ask questions about course material, or just discuss psychology. It would be great to meet you. Office hours give us a chance to talk individually, which means that I don't always do all the talking! If your schedule conflicts with the weekly office hours, meetings may be arranged by appointment. You can also contact me by e-mail or post your questions to the class discussion board.

F. Experiment Participation, Clinical Training, and Volunteering: Another way to learn about the field of clinical psychology is as a participant in ongoing research, volunteer, and training experiences happening here in our department. See "Extra Credit" for more details.

Class Lecture and Reading Schedule

Dates may change somewhat depending on our progress in covering the material.

Date		Lecture Topics	Readings	Class Tasks
Week 1	M 8/27	Introduction	Chapter 1	
	W 8/29	What do clinical psychologists think about? What models do we use?	Chapter 5; supplemental reading "On Being Sane in Insane Places"	
Week 2	M 9/3	LABOR DAY --- NO CLASS		
	W 9/5	Why do clinical psychologists do research?	Chapter 4	
Week 3	M 9/10	How do clinical psychologists do research?	Chapters 4 & pages 194-197	
	W 9/12	Overview of Assessment ; the initial interview	Chapters 6 & 10	Quiz- Research Methods & Models
Week 4	M 9/17	Assessment of psychopathology and personality	Chapter 8; supplemental reading "Projective Tests"	Complete online personality test
	W 9/19	Intelligence Testing	Chapter 7	Quiz: Personality & Pathology Assessment
Week 5	M 9/24	Neuropsychological Assessment	Chapters 18	Quiz: IQ assessment
	W 9/26	Behavioral Assessment	Chapter 9	
Week 6	M 10/1	Therapy Overview and common therapeutic factors; cultural factors	Chapter 11; "Personal Reflections on Culture in Therapy"	
	W 10/3	Midterm 1—covers through 9/26		MIDTERM
Week 7	M 10/8	Dynamic & Interpersonal Psychotherapies	Chapter 12; "The Case of CG"	
	W 10/10	Humanistic & Existential Psychotherapies	Chapter 13	Quiz- Dynamic Tx.
Week 8	M 10/15	Behavioral Therapies & Cognitive therapies	Chapter 14; Supplemental Reading "CBT-E for Eating Disorders"	Quiz- Humanistic & Existential tx
	W 10/17	CBT continued & Third Wave Psychotherapies	Supplemental Readings "DBT: Marie and Dean" and "Mindfulness"	
Week 9	M 10/22	"Mystical" therapies and how to be a good consumer of psychotherapy	Supplemental Reading "EMDR and Mesmerism"	Quiz- CBT & 3rd wave tx.
	W 10/24	Managing crises, termination & suicide	Supplemental Reading "Suicide Intervention Case Study" & "Saying Goodbye"	
Week 10	M 10/29	Midterm 2- includes 10/1 on		MIDTERM
	W 10/31	Special issues child & family therapy	Chapter 15 pgs 440- 450; Supplemental reading "difficulties in diagnosing youth"	
Week 11	M 11/5	Special issues in couples & group therapy	Chapter 15 pgs 431-440, 451-454	
	W 11/7	Psychopharmacology	Supplemental Reading: "The Psychology of Psychopharmacology"	Quiz- couple & group therapy
Week 12	M 11/12	Addiction treatment & Behavioral Medicine	Chapter 17; Supplemental Readings "Integrative Therapy with FH" and "Health Behaviors"	
	W 11/14	Forensic Psychology	Chapter 19	PAPER DUE
Week 13	M 11/19	Current trends and hot topics; start of team debate preparation	Chapter 3 pgs 71-85	
	W 11/21	THANKSGIVING HOLIDAY—NO CLASS		
Week 14	M 11/26	In Class Exercise: The great debates #1	Come prepared to debate!	DEBATE
	W 11/28	In Class Exercise: The great debates #2	Come prepared to debate!	DEBATE
Week 15	M 12/3	Ethics in the profession	APA Code of Ethics	
	W 12/5	The road to becoming a clinical psychologist	Chapter 3 pgs 60-71 and Appendix; supplemental "Psychology Degrees"	
Final	12/12	4:30-6:30 pm FINAL- Covers 10/31 on		Final Exam

Assessment (i.e., How do I get my grade?)

Your final grade in this course will be determined by:

Debate Work: 10%

Quizzes: 5%

Midterm 1: 20%

Midterm 2: 20%

Final: 20%

Research Article Exercise: 20%

Participation: 5%

1. Team Debate Work: During week 14, we will be using our class time to review some of the classic debates and current controversies in the field of clinical psychology. This activity is designed to give you the chance to apply your critical thinking skills to some of the most important and interesting topics in this field. You will be assigned to a team, topic, and position. There are no right or wrong answers, and you will not be graded on the position you take. You will be graded on the quality of scientific thinking that you evidence in the arguments you make and the way you critique opposing arguments. Each group will be provided with some basic materials to begin preparing your arguments, and we will be using some class time on 11/19 in the computer lab to allow your team to research additional materials. It is important that everyone be present for the preparation and presentation of your team's position.

2. Quizzes: There will be 7 quizzes over the course of the semester. Your two lowest grades will be dropped (leaving you 5 quizzes, each worth 1 point of your final grade). These quizzes have several purposes, including keeping you on-track with your reading, identifying areas that you might not understand prior to taking your midterms and finals, and providing you with the opportunity to get comfortable with my testing style before the exams. Each quiz will have 4-5 multiple choice questions and we will go over the correct answers in class. The quizzes will generally be at the start of class, so please be on time. Make-up quizzes cannot be given. If you miss a quiz, you will receive a score of 0 for that quiz. People sometimes have to miss class due to illness or travel, so you have the opportunity to drop two quiz scores. If you do not miss any quizzes, your two lowest scores will be dropped.

3. Exams: There will be three non cumulative exams throughout the semester. Each will cover materials from the textbook, lecture, class exercises, and supplemental readings. Exams will include both multiple choice and short-answer questions. This is your chance to show what you know! There will no use of texts, notes, or electronic devices during examinations. Please bring #2 pencils with erasers, and the 100-answer AccuScan scantrons (available in the bookstore) to record your answers.

Make up exams will be given only in the event of medical emergency. You will also be required to present appropriate documentation (e.g., documentation of a hospital stay). Students who miss an exam without previously informing me and/or who cannot provide documentation will receive a zero for that exam. Be sure to plan ahead because I cannot allow make-ups for events like exam scheduling problems or early trips home. Note that our final exam is at a different time than regular class, per the university calendar.

4. Research Article Summary: In order to help you develop your understanding of psychological methodology and to give you a chance to practice your skills in evaluating psychological findings, you will be required to complete a brief (2-3 page) summary of a research article. Articles appropriate for this paper can be found on the course website, along with detailed instructions for the paper. If you'd like to use an article other than the ones on the course website, please contact me. I'd be happy to have you use an article of interest to you as long as it is appropriate to the course content and relevant to the field of clinical psychology, but you must clear this decision with me no later than one week prior to the due date of the paper. This paper can be completed any time during the quarter once we have learned about research methodology, but it is due absolutely no later than the start of

class on Monday 11/14. I encourage you to complete this paper earlier, just in case your computer crashes, your grandmother dies, your printer fails, or any of the other crises that can befall students who wait until the last minute to complete this assignment. In all seriousness, things do come up at the last minute, so why wait until then? I encourage you to talk to me about any difficulties or questions that come up as you are working on this project. Late papers (regardless of reason) will lose 10 points per 24 hour period and will not be accepted more than five days late.

All papers must be submitted in two forms. A hard copy of the paper must be brought with you to class on 11/14 and an electronic copy must be submitted via Turnitin, a system designed to analyze your papers for plagiarism. Please, please do not “lift” or “borrow” material from other papers or the original articles. If you need help, just come see me and I will be more than happy to assist you.

5. Participation is crucial. Please ask questions, offer observations, and suggest alternative perspectives during class. There will be plenty of opportunity for discussion as a class and in small groups. Contributions to the course discussion board and your use of my office hours will also contribute to your participation score. Your participation should demonstrate that you are assessing your own understanding (i.e. asking questions about things you don't understand), that you are applying a psychological lens to your daily experiences, and that you are actively processing the material presented in class.

You cannot participate effectively in class if you are chatting, texting, playing Words with Friends, or updating your Facebook status. Phones and any non-essential electronic devices are to be kept inside of a bag or backpack at all times during class. If you have a family or health-related emergency that requires that you maintain access to your phone, please notify me at the start of class.

6. Extra Credit: One important and interesting way to learn about clinical psychology is participation in experiments and training exercises. Because there is no “lab” section to this course, participation in interviews or experiments will give you a unique opportunity to learn first-hand about the methods and tools used in clinical psychology. These experiences will bring alive the topics we have been discussing in class. You can earn up to a total of 5 (1/2 letter grade) points of extra credit through some combination of options below (no further credit can be earned beyond 3 points):

- a. **Participate in experiments:** You will earn 1 point per hour of experiment participation and corresponding response paper, up to a total of 5 credits (5 hours of participation). You can sign up for studies at <http://usc.sona-systems.com/>. From the main menu screen, you may access the list of currently available studies, check your credit earned and upcoming/scheduled experiments, view or update your profile, and find answers to frequently asked questions. You must remember to ASSIGN your credits to this class in order for me to be able to grant you credit. In addition to completing the experiment, you must provide me with a 1-page response paper regarding your experience doing the study. This response paper should include your impressions (either guesses or from the debriefing) of the purpose of the study, factors you think may have shaped your response patterns in the study, and an overall reflection of what you learned by being in the study.
- b. **Participate in an interview:** You will earn 1 point per hour (generally this experience lasts one hour) of participation in an interview with a graduate student as part of their training in learning to do interviews. You would be interviewed by two students, and the interview will be observed by the instructor and four other graduate students from behind a one-way mirror. In order to receive credit, you will also be required to write a 1 page response paper to turn in to me reflecting on your experience of being interviewed. More information about this opportunity will be presented in class, along with information about how to sign up.
- c. **Participate as an assessment volunteer:** You will earn 5 points of extra credit for serving as a “fake” assessment volunteer for graduate students learning to do psychological assessments and writing a 1 page reflection paper about your experience. You would be tested by a first year graduate student in clinical psychology working under the supervision of a licensed clinical psychologist. If you select this option, you will spend several hours spread over a number of days doing this assessment, and you must

complete it to the student's satisfaction before receiving credit. This can be a time-consuming but interesting option, so please plan accordingly.

- d. **Joint Educational Project or Psychology 391 Reflection Paper**: Students enrolled in Psychology 391 (Field experience), volunteering at a psychology-oriented community agency, or enrolled in the Joint Educational Project during fall semester can earn 3 points of extra credit by writing a 3-5 page reflection paper linking their field experience to a theory discussed in class. If you want to pursue this option, you must email me or come to office hours by early November to discuss which theory you will use and how you will apply it to your field experiences. This paper is due no later than 11/28.

INFORMED CONSENT REGARDING EXTRA CREDIT

If you participate as an interview or assessment volunteer, you will be asked at the very end of the evaluation to "break role" in order to make sure that there are no true issues of dangerousness that the trainee needs to address immediately. Do not actually do anything dangerous or assaultive even while acting "in character." Do not do anything that would be construed as provocative or harassing on any basis. Should you choose either of these options, you will be screened by the TA for that course. You will be screened to ensure that you are not in more distress than is appropriate to discuss in this training environment. Please do not volunteer if you are currently depressed, suffer from PTSD, are on medication for a mental health problem, or are experiencing substance abuse or dependence. If you think you might apply to graduate school at USC, please take that into consideration. You may not want to participate in this exercise with instructors or students who would be your future peers or mentors. The people you will be talking to are mandated reporters of child abuse and neglect, as well as of the abuse, neglect, or self-neglect of people who are disabled or over 65 years of age. If you reveal any information of that nature, the graduate student and instructor might have to call a social services agency and report that information, even if the abuse was long ago or you were not the victim or perpetrator.

Final grades will be determined according to the following breakdown:

- A: 93-100%
- A-: 90-92%
- B+: 87-89%
- B: 83-86%
- B-: 80-82%
- C+: 77-79%
- C: 73-76%
- C-: 70-72%
- D+: 67-69%
- D: 60-66%
- F: 59 and below

I will not alter grades for any reason other than miscalculation. If you have concerns about your grade in this course, your best approach is to be proactive in using office hours to get additional help.

Additional Resources and Course Information (i.e., Is there anything else I should know?):

Course Website:

On our course site you will find:

- All lecture overheads will be posted under 'course documents' on the class site at least 2 hours before class (usually earlier). You may find it useful to bring a printed copy of the overheads to class and add notes to them.
- Class handouts.
- Links to supplemental readings.
- A list of great books relevant to course topics if you'd like to pursue them further.
- Instructions for the research article assignment and articles to use.

How do I get to the course site? Go to: blackboard.usc.edu (login using your student login and password).

You must be enrolled in the course, have a valid university e-mail account, and have activated your computer account to have full access to these materials. If you have trouble creating an account or logging on to Blackboard, contact the USC Information Technology Services (www.usc.edu/its) at (213)740-5555.

Technology Policy

Phones and any non-essential electronic devices are to be kept inside of a bag or backpack at all times during class. If you have a family or health-related emergency that requires that you maintain access to your phone, please notify me at the start of class. No technological devices of any kind may be used during exams and you must leave them turned off inside your backpack. Use of a laptop computer during class is a privilege, not a right, and you will not be allowed to use your laptop if it is determined that its use is serving as a distraction to you or the students around you. You will not be able to effectively learn and participate in class if programs other than those used to view and write notes are open on your screen. If I find that other programs (internet browsers, email, etc) are open on your computer, you will no longer be allowed to use your computer to take notes during class.

Prerequisite

To enroll in this course, you must have completed Psychology 100 (General Psychology) with a passing grade either at USC or another institution. My expectations are that you have a general knowledge of psychological topics and can write at the college level. If you feel that your skills in any of these areas are in need of improvement, please seek assistance.

Accommodations for Students with Disabilities:

I hope this course will provide a learning environment in which all students can perform to the best of their abilities. We will make every effort to accommodate the needs of students with disabilities. Please let me know of any special requirements as early in the quarter as possible so that I can ensure that appropriate accommodations are made. This information will be kept private. Students may wish to contact the Disability Services and Programs (Student Union Room 301) to obtain a letter of verification for approved accommodations. The phone number for DSP is (213) 740-0776.

Sensitivity and Privacy:

We will be discussing a number of sensitive topics in this class, some of which may feel personally relevant or distressing at times. If issues arise that you think may warrant clinical attention, contact the **Student Counseling Services** (http://www.usc.edu/student-affairs/Health_Center/cs.index.shtml). Many clinical psychologists have found their own therapy to be an essential part of their training, and I would encourage students to make use of these services.

In addition, we will be discussing real patients (with disguised identities) at times during the class. It is essential that we all work together to maintain a respectful, supportive, and comfortable environment.

Academic Integrity

I will not tolerate any plagiarism in the writing of the paper or any cheating on the exams. All work submitted in this class must be yours and yours alone. Outside assistance of any kind is not permitted during exams. You are expected to understand and abide by the principles outlined in Scampus, the student guidebook. The Student Conduct Code is in section 11.00 and recommended sanctions are located in Appendix A. Any student engaging in academic misconduct will be referred to the Office of Student Judicial Affairs and Community Standards for additional review.

The good news is that there is no need for any kind of academic dishonesty! If you are struggling with this course material in any way, please visit me in office hours, send me an email, or consult with your classmates using the course website. Both your TA and I *want* to help you succeed, so please come to us with your questions and concerns!

If you need additional help with study skills or writing, there are many wonderful resources available to help you. The **USC Center for Academic Support** (www.usc.edu/student-affairs/asn) in the Student

Union can help you with course material, study skills, and test-taking strategies. The **USC Writing Center** (www.usc.edu/schools/college/writingcenter) in Taper Hall can provide one-on-one tutoring to help you with your writing.

Using the Experiment Registration Site

If it is your first time at the <http://usc.sona-systems.com/> site, you will have to register. On the USC Psychology Research Participation SIGN-UP HOME page, select **Request an account here** at the lower left hand side. On the New Account page you will be asked for information including your name, the last 6 digits of your Student I.D. number, and a university issued e-mail address (which you must enter twice). It is important that you use your USC E-mail address. Shortly after you have registered as a participant, you will receive a password via email from the system. Once you receive this email, you will possess the information, you can log in to the system.

From the main menu screen, you may access the list of currently available studies, check your credit earned and upcoming/scheduled experiments, view or update your profile, and find answers to frequently asked questions. If you wish to sign up for or browse experiments, click on the appropriate link. You will come to a page with a listing of all the approved experiments that you can participate in. There will be a brief description of the experiment, and any eligibility requirements. Studies currently available for scheduling will have "Time Slots Available" displayed in the left column. You may use boxes at the top of the page to search for studies with time slots available on a particular date. If a particular experiment interests you, click on the study name for more information, including eligibility requirements, number of credits offered, and the name of a contact person (researcher) for the study who may answer questions about the study. If you determine you are eligible for the study and wish to sign up, click on "View Time Slots for this Study" and schedule an appointment.