

Syllabus
PSYC 450
Clinical Psychology
Fall 2016

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Text: Pomerantz, A. M. (2014). *Clinical psychology: Science, practice, and culture*. (3rd ed., DSM-5 Update). Thousand Oaks, CA: Sage.

Course Description and Goals:

This course teaches knowledge and skills appropriate for students considering employment in fields related to clinical psychology and those considering further education or training in these fields. Students who successfully complete the course should have the ability to:

- Understand the evolution and current state of the field of clinical psychology.
- Understand the essential concepts of psychological assessment (interviewing, intellectual testing, personality testing).
- Understand the essential concepts of psychological intervention (psychotherapy according to various theoretical orientations and models including behavioral, cognitive, humanistic, and psychodynamic)
- Demonstrate a specialized understanding of a chosen topic within the field of clinical psychology (suggestions provided by instructor)

Grading Policies:

Students' grades will be determined by several factors. Three exams will each constitute 25% of the final grade. A paper will also constitute 25% of the final grade. In some semesters, participation in activities within and outside of the class may be available for extra credit. This component of the course may include clinical exercises to be held during class meetings or experiences as subjects in practice clinical assessments which are to be coordinated with graduate students in the Clinical Adult Psychology Graduate Program. Details on the format of the exams, the topics for the paper, and the participation component of the course are forthcoming.

Students who miss a scheduled exam will receive a zero unless the instructor excuses their absence before the scheduled exam time, or a legitimate medical or personal emergency take place. Students should inform the instructor of conflicts with an exam as

soon as possible. If a make-up exam is scheduled, it may vary in content or format from the scheduled exam.

Course grades will be assigned according to the following criteria:

90-100%=A

80-89%=B

70-79%=C

60-69%=D

below 60%=F

Exams:

As indicated in the course schedule, each of the three exams will cover approximately five to seven chapters. The first exam will focus on foundations and current issues in clinical psychology, the second exam will focus on interviewing and other assessment methods, and the third exam will focus on psychotherapeutic interventions.

Paper:

The purpose of the paper is to give each student the opportunity to become an expert within one area of clinical psychology. The topic of each student's paper is to be determined jointly by the student and the instructor. Students should choose a topic from the list below at the time to be determined. Some topics will require specification (e.g., choosing a specific disorder about which to discuss the best treatment). Whether or not specification is required, students should wait until their paper idea is approved by the professor before proceeding. Students who have a strong interest in a topic not on the list may discuss their idea with the professor for possible approval.

The paper must be written in APA format. It should be 5 to 6 pages in length, excluding references, tables, and appendices. It should contain references to at least 7 well-chosen scholarly sources (excluding the textbook). It should provide a thorough review of the available literature on the chosen topic that extends far beyond any coverage in the textbook.

Papers are due on the last day of class prior to the final exam.

Available paper topics:

- What Treatments Are Best for [specify disorder]?
- What Should Culturally Competent Therapists Know When Treating [specify cultural group]?
- What Is the "Gap" Between Efficacy and Effectiveness in Therapy, and How Can It Be Bridged?
- What Are Multiple Relationships, and What Should Ethical Therapists Know about Them?
- When Should Ethical Therapists Break Confidentiality?
- Should Clinical Psychologists Be Able to Prescribe Medication?
- What Are the Strengths and Weaknesses of the Current DSM?
- What Are the Strengths, Weaknesses, and Clinical Uses of the [specify psychological test]?

Course Schedule (subject to change):

<u>Chapter</u>	<u>Topic</u>
1	Clinical Psychology: Definition and Training
2	Evolution of Clinical Psychology
3	Current Controversies in Clinical Psychology
4	Cultural Issues in Clinical Psychology
5	Ethical Issues in Clinical Psychology
EXAM 1	
6	Conducting Research in Clinical Psychology
7	Diagnostic and Classification Issues: DSM-5 and More
8	The Clinical Interview
9	Intellectual and Neuropsychological Assessment
10	Personality Assessment and Behavioral Assessment
EXAM 2	
11	General Issues in Psychotherapy
12	Psychodynamic Psychotherapy
13	Humanistic Psychotherapy
14	Behavioral Psychotherapy
15	Cognitive Psychotherapy
16	Group and Family Therapy
17	Clinical Child and Adolescent Psychology
EXAM 3	

SIUE Psychology Department Policy--Withdrawal from Classes and Incomplete Grade Policies

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by the end of the 6th week of an 8-week summer term. When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student's grade based on the course requirements is an F. The grade of UW is calculated as an F in a student's grade average. The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

SIUE Psychology Department Policy--Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

SIUE DEPARTMENT OF PSYCHOLOGY WRITING POLICY

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class will be determined on a case-by-case basis.

Students with Special Needs

For students with special physical or educational needs, I will be happy to provide the necessary accommodations. Three steps must be taken to initiate this process: discuss your needs with me during the first week of class; provide documentation of your needs; and contact the Office of the Coordinator of Disability Support Services, Rendelman Hall Room 1218.