

Course Goals:

My primary goal is for you to acquire an understanding of the science and practice of clinical psychology. Specifically, you will learn how to:

- 1) Describe and identify specific features of psychological disorders.
- 2) Discuss broad conceptual issues related to diagnosis, stigma, & the ethics of clinical practice.
- 3) Identify empirically supported treatments for a variety of psychological disorders.
- 4) Develop a case conceptualization and treatment plan.
- 5) Identify a client's problems, set reasonable goals, and measure progress.
- 6) Modify treatment plans in response to the changing needs of a client.
- 7) Approach challenges related to clinical care, including non-adherence, relapse, & termination.

Office Hours:

I hope you will visit me in my office throughout the term. No appointment is necessary to see me during my office hours; simply stop by room 235 of the Bio-Psych building. If you would like to make an appointment for another time, please call me at x7506 or email me at jerusha@lclark.edu.

Course Policies:

Preparation. Class discussion, group projects, role plays, and demonstrations will be used throughout the term to help you keep up with the material and to help assure that the concepts are clear. I expect you to be fully prepared for class each week. Full preparation includes not only keeping up with the reading, but also having spent time thinking and writing about the topic for the day in terms of its application to your own life and in terms of questions that you would like me (or your classmates) to answer. Do not come to class unless you are fully prepared, with all four of your texts and your course reader in hand.

Participation. Participation, through engaging in discussions, asking questions, and being involved in role plays and demonstrations, is a *graded* requirement of this course. Active participation in class requires a safe and trusting environment. Therefore it is important for us to respect each other's views and comments, even if we disagree with them. I encourage debate and thought-provoking discussion, but it must be respectful.

Attendance. Although I do not take attendance in this course, attending class is a prerequisite for meaningful participation. Most of your learning will come from discussions in class, so you cannot make up a missed class by simply copying notes from a classmate. Because this class meets only once a week, missing one day is equivalent to missing a whole week of class. If you must miss a class, please let the professor know ahead of time and obtain information about the missed class from your classmates. After you have gleaned what you can from your classmates, I will be happy to talk to you in more detail about the class you missed.

Academic Integrity. Academic integrity is an essential part of learning. Plagiarism, cheating, or the deliberate misrepresentation of information will result in failure of this course. Please avoid any behavior that may be reasonably viewed as suspicious. Remember that helping a classmate to cheat counts as cheating. If you have any questions about citation requirements or plagiarism boundaries, please see the instructor *before* you turn in your assignments. If you have any questions or concerns about academic honesty, please come see me or refer to your copy of Academic Integrity Policy and Procedures.

Learning Disabilities. Learning disabilities will be accommodated if the professor is notified in a timely fashion. It is the student's responsibility to have any learning disability documented at the Student Development Center and to inform the professor as soon as possible in the semester.

Other. All college policies govern this course. Please see the Student Handbook and Catalog for any issues not covered in this syllabus.

Requirements and Grading:

Your course grade will be composed of an abnormal psychology pre-test, your class participation, and your (ongoing) *Case Study Project*.

Abnormal Psychology Pre-Test (5%): It is expected that all students have taken abnormal psychology (Psych 240) prior to enrolling in this course. In the first week of the semester, you will be given a test

covering the major topics in abnormal psychology. You will have 30 minutes to complete the multiple-choice test. All students are expected to re-take (a version of) the test until they get 80% or more of the items correct. Those students scoring under 80% will re-take the test prior to the subsequent class. Your final grade will be a weighted average of all the tests you take.

Class Participation: Clinical psychology is a discussion-oriented class, and as such, your involvement in our daily discussions is central to the mission of the course. Your class participation will be formally evaluated in three ways:

(1) Involvement in Daily Discussions (15%): I value very highly the different experiences and perspectives of each of you. I expect that you will keep up with the readings and that you will find opportunities to contribute to every class. Small group work will sometimes take place during class time, and brief out-of-class assignments will sometimes be given for use in our daily discussions. All members of the class are responsible for completing these brief assignments *before class* and for actively contributing to the small group work and to the larger class discussions. At the end of the semester, I will evaluate how involved you were in daily discussions, including the small group work and related brief assignments. This evaluation will contribute 15% to your final grade in the course.

(2) Readings Expert (10%): Although I expect all students to carefully read and react to each chapter and article, each of you will have the opportunity to be a *Readings Expert* on one class day. You will select the specific topic (and date) in the first week of class. Once you have chosen your topic and date, you can only make changes with the permission of the professor, usually by finding a classmate who would be willing to trade dates. The Readings Expert position contributes 10% to your final grade in the course and comes with 2 central responsibilities:

(a) In class, ***the week before*** you are Readings Expert, you will **bring in 27 copies** of a 4-6 page write-up that includes: (i) an outline of the reading(s) you are responsible for, (ii) a one-paragraph (single spaced) summary of the “take-home” messages of the reading, and (iii) 5 novel thought questions for your classmates to consider in preparation for the next class. Print out enough copies of your write-up so that every member of the class (and your professor) can have their own copy.

You also will **bring in 1 copy** (for the professor) of **2 quiz questions with an answer key**. The 2 questions (worth one point each) should address the most important concepts (in your opinion) from your Expert readings (yet the questions should go beyond the material summarized in your outline and take-home message). The two quiz questions should be multiple-choice and/or matching (rather than fill-in-the-blank or essay). If there is another classmate outlining (different) material on the same class day, you will combine your quiz questions with his/her quiz questions *prior to class*. The final question (worth 2 points) of each week’s quiz should be written as follows:

- To what extent did you complete the assigned reading for today?
- a) Read less than half or skimmed less than 90% of the assigned reading (0pts)
 - b) Skimmed most (90% or more) of the assigned readings (1/2pt)
 - c) Read with care at least half of the assigned reading (1pt)
 - d) Read with care most (90% or more) of the assigned reading (2pts)

Note: If you are combining your quiz questions with a classmate, there only needs to be one version of the question included above. The question would be listed fifth rather than third.

(b) On the day you are Readings Expert, you will **bring in 27 copies** of the quiz questions (3 questions if working alone; 5 questions if working with a classmate). Your classmates will take the quiz that you have designed, and you will grade and hand back their responses on the following class day (see “Expert Quizzes,” described below). If you are working with a classmate, the two of you will collaboratively grade the quiz and EMAIL me your classmates’ grades prior to the next class day.

(3) Expert Quizzes (20%): Because this seminar-style class depends so heavily on student discussion, careful and critical analysis of the assigned readings is very important. In order to evaluate

whether or not you have completed the readings, you will take a quiz at the start of every class day. **The expert quizzes will be given at the beginning of the class, so arriving on time is crucial.** Late-comers (even if you are just a few minutes late) have one opportunity to make up a missed quiz (which can be done during that day's break). Your lowest quiz grade (including absences or late arrivals) will be dropped from your final grade. Quizzes will be discussed in class and corrected by the Readings Expert(s).

Case Study Project (50%):

Clinical psychology involves theory, research, and practice. Through readings and class discussions, we will cover theory and research, but through the *Case Study Project*, you will have the opportunity to experiment with clinical practice. The *Case Study Project* is designed to allow you to apply the concepts you will learn about and discuss in class. You will be paired up with another student who will be your case study partner. You will schedule a regular, weekly **90-minute meeting** outside of class with your partner. Over the course of the term, various assignments will help you focus your "sessions" with your partner. In addition, you will keep *and turn in* weekly session notes.

To begin the *Case Study Project*, you will have read a book over WINTER BREAK. Specifically, before the spring semester begins, each of you will have selected and read an autobiography of a person who has a mental illness. Your choice of books is important because you will be assuming the persona of the individual you read about for our *Case Study Project*. During your regular weekly meetings with your partner, you will be carrying out simulated therapy sessions. (Your professor will provide the structure for these sessions.) If, for example, you chose to read a book about someone with OCD, you will create a persona (e.g., symptoms, life history) similar to the character you read about. Your partner will serve as therapist to the character you portray, and you will serve as therapist to your partner's character (for this reason, we will aim to have partners who have read about different disorders). As a reminder, there are two ground rules for your selection of books:

- 1) You must read an autobiography about a relatively UNFAMILIAR psychological disorder. Any disorders that you or a close friend or family member have experienced are OFF LIMITS. The purpose of this assignment is to learn something new, and it's vital that you forego the temptation to "be yourself" or to be someone you know in the *Case Study Project*.
- 2) You may choose your own *Case Study Project* partner, but it is vital that you read about a DIFFERENT disorder than your partner. For those of you who do not know people in the class, I will facilitate pairing up in class. But again, all students may choose the person they'd like to pair up with as long as the book choices are distinct.

Below, I've outlined the basic progression of requirements for the *Case Study Project*. Detailed descriptions of each part of the assignment will be available in class.

Week	Case Study Project
Winter Break	Complete Memoir/Autobiography Review Abnormal Psychology
2	Choose Partner & Plan Weekly Meetings ≈90 min/wk (evaluated by partner) Keep Weekly Session Notes First Autobiographical Account Due (3%)
4	Rough Draft of Intake Evaluation Due

5	Final Intake Evaluation of "Client" & Session Notes Due (15%)*
6	Problem List & Session Notes Due (5%)
8	Aims and Strategies for Treatment Phase 1 & Session Notes Due*
10	Revised Aims, Strategies <u>and</u> Measures for Treatment Phase 1 & Session Notes Due (5%)
12	Second Autobiographical Account Due (2%)
14	Aims, Measures and Strategies for Treatment Phase 2 & Session Notes Due
Final Exam	Termination Summary Due; Revised Intake, Problem List, and Phase 1 & 2 Plans (15%)* Case Conference: Present your "client" to the class during final exam (5%)

* Three times during the semester, you will turn in a written evaluation of your partner. In this evaluation you will assess your partner's attendance at weekly meetings, the degree to which your partner is taking the assignment seriously, the collaborative nature of your meetings, etc. Your partner's evaluation of you will influence your final grade.

Final Exam: Your final exam (May 6th, 6-9pm) will be a case conference that will take place during final exam week. The presentation that you give during the final exam period will contribute 5% to your final grade in the course. [Note: If you are unable to attend the final exam period because of extenuating circumstances, you will be required to write a 10-page literature review of a topic within clinical psychology. The professor must approve your paper topic before you write it, and the paper must be turned in no later than the morning of the final exam.]

Grading Scale:

Receiving 80-85% on any given project or presentation is average for this kind of upper-division course. A final grade between 80-89% reflects work that is normally done thoughtfully and thoroughly by advanced students. Final grades of 90-100% are only earned by students who consistently do outstanding work, make unique contributions, and show an unusually strong commitment to being active participants in the learning experience. The following scale will be used to compute your final grade:

A- or A	90-100%	B- B or B+	80-89%	C- C or C+	70-79%	D+	68-69%	F	0-61%
						D	62-67%		

Basis of Evaluation:

Your final grade for the course will be based on the following:

Abnormal Psychology Pre-Test:	5%
Daily Discussions:	15%
Readings Expert:	10%
Expert Quizzes:	20%
Clinical Case Study:	50%
TOTAL =	100%

Clinical Psychology Course Schedule

DATE	Tentative Topic	Readings (Due Date)	Assignments (Due Date)
Week 1 23 January	<i>Extended Office Hours (2pm-4:30pm)</i>	Memoir	Abnormal Pre-Test
Week 2 28 Jan	Becoming a Scientist Practitioner	Hayes et al. (1999); Tavris (2003); Garb & Boyle (2003)	Expert Quiz (every class day)
		PACC: Preface, Ch 1; Chambless et al. (1998); Woody et al. (2005)	Autobiography #1
Week 3 4 Feb	Meeting a Client for the First Time: Intake Evaluation & Case Formulation	Eells (1997): 1-25; Zimmerman's <i>Interview Guide</i> : 120-41	Meet With Case Study Partner (every week)
	<i>Depression</i>	Barlow: Ch 6	
Week 4 11 Feb	The First Therapy Session	PACC: Ch 2; J. Beck (1995): 25-44	Rough Draft of Intake Evaluation
	<i>Depression (cont.)</i>	Barlow: Ch 7	
Week 5 18 Feb	Differential Diagnosis and Inpatient Treatment	Beam (2001): Ch 1 & 12; Goff (2002): 3249-3257	Intake Evaluation
	<i>Bipolar Disorder</i>	Barlow: Ch 10	
Week 6 25 Feb	The Active Therapist: Relaxation Training & Interoceptive Exposure	Goldfried & Davison (1976): Ch 5	Problem List
	<i>Panic Disorder and Agoraphobia</i>	Barlow: Ch 1	
Week 7 3 March	The Active Therapist: In Vivo Exposure & Ritual Prevention	PACC: Ch 3	
	<i>Obsessive Compulsive Disorder</i>	Barlow: Ch 4	

Week 8 10 Mar	Group Therapy	PACC: Ch 4	Aims and Strategies
	<i>Social Anxiety Disorder</i>	Barlow: Ch 3	
Week 9 17 Mar	The Ethics of Practice	Pope et al. (1987); Mannheim et al. (2002)	
	<i>Post-Traumatic Stress Disorder</i>	Barlow: Ch 2	
Week 10 31 Mar	Client Adherence to Treatment	Detweiler-Bedell & Whisman (2005)	Revised Aims, Strategies & Measures
	<i>Eating Disorders</i>	Barlow: Ch 14	
Week 11 7 Apr	The Difficult Client	PACC: Ch 6; Rudd & Joiner (1998)	
	<i>Personality Disorders</i>	Barlow: Ch 9; Gunderson (1997)	
Week 12 14 Apr	Two Steps Forward, One Step Back	Rollnick & Miller (2002): Ch 3, 4 & 5	Autobiography #2
	<i>Alcohol Use Disorders</i>	Barlow: Ch 12	
Week 13 21 Apr	Iterative Treatment Planning	PACC: Ch 7	Carry out progress review
	<i>Couple Distress</i>	Barlow: Ch 16	
Week 14 28 Apr	Relapse Prevention and Termination	J. Beck (1995): 269-83; Blatner (2003)	Aims, Measures & Strategies for Phase 2
	<i>Pursuing advanced study in psychology</i>	DiGiuseppe (2007); Sayette et al. (2004): Ch 1	
May 6th	FINAL EXAM (6-9pm)		Termination Summary; Revised Case Materials
			Case Conference