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PSYX 511.01: Professional Issues in Clinical Psychology

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Syllabus – Psyx 511 – Autumn 2022

Professional Issues in Clinical Psychology

Meeting Location and Time

Clinical Psychology Center, Room 121

Thursdays 2:00 – 2:50 pm

Land Acknowledgment

The University of Montana, the Department of Psychology, and this instructor acknowledge that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for the generations to come.

Instructor Information

Instructor: Bryan Cochran, Ph.D. (he, him, his)

Office: Skaggs Bldg. 143

Email: bryan.cochran@umontana.edu

Phone: 406.243.2391

Office hours: Monday 1:30-3 pm, Wednesday 11-12:30 pm, or by appointment

Course Description

Psyx 511 is an introduction to the field of clinical psychology for first-year doctoral students. It covers the key issues in the field, orients students to the training program, and initiates students' immersion in the role of health service psychologist.

Learning Outcomes

1. Students will learn about Boulder-model (scientist-practitioner) programs such as ours and will contrast these with other training models.
2. Students will become oriented to the policies and the procedures of our program.
3. Students will learn about basic milestones in the program including masters and dissertation research, comprehensive exams, and internship.
4. Students will be exposed to the current controversies in the field of clinical psychology and will articulate their perspectives on these topics.

Grading/Evaluation

This course is offered as CR/NCR only. Attendance is expected for all class meetings. If you need to be absent due to professional or other responsibilities, please notify me in advance of the date that you will be absent. Prepare in advance for class meetings by completing the assigned readings.

Required Materials

There are no required texts for this course. All of the materials you need for this class are available on the Moodle site for the course. Many of the readings are from *The Portable Mentor*, referenced below. Additional readings are listed for each week under the Course Schedule.

Course Guidelines and Policies

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [the Office for Disability Equity](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact their office in Aber Hall or call 406.243.2243. I will work with you and ODE to provide an appropriate modification.

Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

Incompletes

Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted.

Exiting Gracefully

Instructor permission is required to drop this course once the 15th day of instruction has passed.

Tentative Course Schedule

Dates	Topics
Week 1 (9/1)	Orientation and overview of the clinical psychology program; why do YOU want to be a psychologist?
Week 2 (9/8)	Review Policies and Procedures manual, flow charts, and timeline expectations for the general program and for emphasis areas
Week 3 (9/15)	Visit from the UM Writing & Speaking Center (Shareen Grogan) Self-care, stress and time management (Read Prinstein Ch. 6, Caplan)
Week 4 (9/22)	Discuss Boulder model and program orientation (Read Prinstein Ch. 3, Hayes and Berens)
Week 5 (9/29)	Working with your advisor; semester-and year-end evaluations
Week 6 (10/6)	Master’s project planning (Read Prinstein Ch. 8, Baumeister)
Week 7 (10/13)	Comprehensive exams and dissertation planning
Week 8 (10/20)	Internship and tracking of clinical hours (Read Prinstein Ch. 15)
Week 9 (10/27)	Past and current status of evidence-based treatments (Read Cassiello-Robbins et al., 2022)
Week 10 (11/3)	The future of diversity in clinical psychology (Read Galán et al., 2021)
Week 11 (11/10)	Financial aid, loans, grants, fellowships, and scholarships (Read Prinstein Ch. 24, Lejuez et al.)
Week 12 (11/17)	Post-docs, licensing, and beyond (Read Prinstein Ch. 16, Habben)
Week 13 (11/24)	Holiday
Week 14 (12/1)	Social networking and graduate training (Read Tutelman et al., 2018)
Week 15 (12/8)	Clinical placements and experience (Read Prinstein Ch. 13, Katell and Adler)

Readings

- Cassiello-Robbins, C., Dietch, J. R., Mochrie, K. D., Elbogen, E., & Rosenthal, M. Z. (2022, March 31). When Does Modifying the Protocol Go Too Far? Considerations for Implementing Evidence-Based Treatment in Practice. *American Psychologist*. Advance online publication. <http://dx.doi.org/10.1037/amp0000993>
- Chardée A. Galán, Beza Bekele, Cassandra Boness, Molly Bowdring, Christine Call, Kate Hails, Jeanne McPhee, Skyler Hawkins Mendes, Jacqueline Moses, Jessie Northrup, Petra Rupert, Shannon Savell, Stefanie Sequeira, Brenden Tervo-Clemmens, Irene Tung, Salome Vanwoerden, Sean Womack & Bilgé Yilmaz (2021) Editorial: A Call to Action for an Antiracist Clinical Science, *Journal of Clinical Child & Adolescent Psychology*, 50:1, 12-57, DOI: 10.1080/15374416.2020.1860066 [cited as requested by authors]
- Prinstein, M. J. (2013). *The portable mentor: Expert guide to a successful career in psychology*. New York: Springer. doi:10.1007/978-1-4614-3994-3.
Connected to UM library, download this at <http://link.springer.com/book/10.1007%2F978-1-4614-3994-3>
- Tutelman, P. R., Dol, J., Tougas, M. E., & Chambers, C. T. (2018). Navigating your social media presence: Opportunities and Challenges. *Clinical Practice in Pediatric Psychology*, 6(3), 289-298.
<http://dx.doi.org/10.1037/cpp0000228>