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PSYX 378.01: Introduction to Clinical Psychology

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Introduction to Clinical Psychology – Psyx 378, section 01

Fall 2014

Course Location and Time

Chemistry 123
Tuesday and Thursday 9:40 – 11:00

Instructor Information

Instructor: Dr. David Schuldberg
Phone: 406.243.4183
Office: Skaggs Building (SB) 206
Main Psychology Office: SB 143
Email: david.schuldberg@umontana.edu
[Dr. Schuldberg's webpage](#)

Required Text

Pomerantz, A. M. (2014). *Clinical Psychology: Science, Practice, and Culture (Third Edition, DSM-5 Update)*. Thousand Oaks, CA: Sage Publications. ISBN: 9781483345048. (Available for purchase at the UC bookstore and on-line, and on Mansfield reserve.)

OR

Pomerantz, A. M. (2013). *Clinical Psychology: Science, Practice, and Culture (Third Edition)*. Thousand Oaks, CA: Sage Publications. ISBN: 9781452225319. (Available for purchase at the UC bookstore, on-line, and on Mansfield reserve.)

Readings Posted on Moodle

Selections from Halgin, R. P., & Whitbourne, S. K. (Eds.) (1998). *A Casebook in Abnormal Psychology: From the Files of Experts*. NY: Oxford University Press.

Additional readings will be posted on Moodle. These are required for the course and provide the basis of the controversies that we will discuss during the term.

Moodle On-line System

Course announcements, additional class materials, and discussion forum will be on the [Moodle](#) site. There you will find a copy of this syllabus, additional readings, all materials needed to complete extra credit assignments, and a discussion board for posing/answering questions about the class. I will also post suggestions for optional readings if you are interested in further information about a particular topic, as well as relevant websites and other resources. [IT Central Help Desk](#): 243-4357 (8am-5pm).

Be sure to use your official UM e-mail address with Moodle. You will need to have and use a university e-mail address and to check it regularly; students must use a university e-mail address in correspondence for this course,

Textbook website (contains useful study aids)

[Sage Publications](#)

Grading

Your grade in this course will be computed from **four equally-weighted** (21-point) **exams** (for a total of 84 points) and from **class participation** (16 points). Class participation will be assessed primarily through brief in-class exercises that will be given on almost all class days. Class participation points are computed as 18 * (proportion of in-class exercises completed).

Grade Scale

The grade scale in this class uses “plus” and “minus” grades. Note that a grade of C or better is needed for required Psychology courses. For this reason, the course does not use the “C-” grade (see table).

Grade	Percentage \geq	Points for GPA computation
A	93	4.0
A-	90	3.7
B+	87	3.3
B	83	3.0
B-	80	2.7
C+	77	2.3
C	70	2.0
D	60	1.0
F	59 or lower	0

Exams

The exams consist of approximately 44 multiple choice or T-F questions and 2-3 short essay questions. The final exam is somewhat longer and comprehensive; suggestions will be made in class for studying for the final. **Bring a clean “Psychology scantron form” and #2 pencil to each exam.** The exams consist of approximately 44 multiple choice or T-F questions and 2-3 short essay questions. The final exam is somewhat longer and comprehensive; suggestions will be made in class for studying for the final.

Lecture Topics

Lectures will frequently derive from student questions and supplemental materials. E-mail questions to me the evening before class if there is a topic from the chapter that you would like for me to highlight or discuss in class. Discussion forums will also be available on Moodle.

Extra Credit

Extra credit will be made available on the Moodle site. Each extra credit assignment can add up to two points to the exam that follows it; extra credit for each unit must be turned in a class period before each exam or (preferably) via e-mail. The fourth “extra credit” opportunity will be announced in class. Thus, students can gain a maximum of 8 extra credit points (almost one full grade) during the semester. The first three exams will be administered during class, and the final exam will occur during exam week. The final is comprehensive (information on material covered provided in class). There will be no make-up exams except in the event of an emergency (with a note documenting the emergency) or required university-sanctioned activity.

Course Goals and Objectives

1. To learn what distinguishes clinical psychology from other mental health professions
2. To understand the integration of science and practice in clinical psychology
3. To become aware of current controversies and major issues in the mental health fields and in health care
4. To understand the differences between treatment approaches and theoretical orientations in clinical psychology
5. To learn about how to listen and think with regard to various practical clinical and mental health situations.
6. To learn basic aspects of professional roles and relationships in helping professions and to practice relevant skills in thinking about and discussing clinical situations

Your mastery of the topics described above will be assessed on tests using a multiple-choice and short-answer format, as well as on the basis of class participation in regular discussions of clinical topics. The test questions and the participation exercises will tap your knowledge of the meaning of technical terms and your ability to apply these terms in particular situations.

This course is organized around chapters, case studies, and controversies. Most class periods will include a discussion of video or other clinical vignette, and the handing in of a brief reaction to the video (instructions in class). For most of our days of class readings, there will be chapters (from the Pomerantz text, below), case studies (from the Halgin and Whitbourne text and from the clinical material in the daily class participation exercises), and controversies (supplemental current readings in the field) to discuss.

Course Schedule

Note: (Pomerantz Chapters first; *Halgin/Whitbourne in italics*)

Date	Topics & Readings	Extra Credit
Week 1 August 26, 28	Tues Introduction to the course; defining clinical psychology (Ch. 1); <i>Judy (Ch. 5)</i>	
	Thurs Evolution of clinical psychology (Ch. 2)	
Week 2 September 2, 4 (Monday is Labor Day)	Tues Controversies in clinical psychology (Ch. 3). Example: Prescription privileges. Read Fagan, Ax, Liss, et al. (2007)	
	Thurs Cultural issues (Ch. 4)	
Week 3 September 9, 11	Tues Cultural issues, cont. (Ch. 4). Ethical issues (Ch. 5); case discussion, Joe Ch. 7	Extra Credit #1 Prepare a personal statement for graduate school Due Wednesday, 2/19
	Thurs Ethical issues, cont. (Ch. 5)	
Week 4 September 16, 18	Tues Conducting research (Ch. 6); review	Extra Credit #1 due by e-mail or hard copy (4:00)
	Thurs Exam 1 (covers chapters 1-4, Judy, Joe): Friday, 2/21	
Week 5 September 23, 25	Tues Finish Conducting research, (Ch. 6)	

Date	Topics & Readings	Extra Credit
	Thurs Diagnosis and classification issues (Ch. 7); <u>additional materials on DSM-5 will be provided on Moodle.</u>	
Week 6 September 30, Oct. 2	Tues Controversies: A (more) scientific approach to behavioral health. Read Baker, McFall, & Shoham (2008).	
	Thurs The clinical interview, cont. (Ch. 8); <i>Irene</i> (Ch. 10)	
Week 7 October 7, 9	Tues Intellectual/Neuropsych. Assessment (Ch. 9)	Extra Credit #2 Biography of a clinical psychologist will be due Monday, 3/17
	Thurs Intellectual/Neuropsych. Assessment, cont (Ch. 9. Begin review for next exam	
Week 8 October 14, 16	Tues Personality and behavioral assessment (Ch. 10)	Extra Credit #2 due by e-mail or hard copy (4:00)
	Thurs 3/21 Exam 2 (covers Chapters 5-8, Irene, Baker et al reading)	
Week 9 October 21, 23	Tues Controversies: The future of clinical psychology. Read Bray (2010)	
	Thurs Issues in psychotherapy (Ch. 11); <i>Ann</i> , (Ch. 2).	
Week 10 October 28, 30	Tues Psychodynamic psychotherapy (Ch. 12)	
	Thurs Psychodynamic psychotherapy, cont. (Ch. 12)	
Week 11 November 4, 6 (Tuesday is Election day)	Tues No class.	
	Thurs Humanistic psychotherapy (Ch. 13); <i>Sheila & Karen</i> (Ch. 6)	
Week 12 November 11,13 (Tuesday is Veterans Day)	Tues No class.	
	Thurs Behavioral psychotherapy, (Ch. 14)	Extra Credit #3. Research a clinical psych. training program will be due Monday, 4/21
Week 13 November 18, 20	Tues Cognitive psychotherapy, (Ch. 15); case discussion, Flora (Ch. 11)	Extra Credit #3 due by e-mail or hard copy (4:00)
	Thurs Exam III (Covers Chapters	

Date	Topics & Readings	Extra Credit
	9-14 in Pomerantz, Bray [2010], and the Ann case). Note: Chapter 15 (Cognitive therapy) is not included on this exam.	
Week 14 November 26, 27 (Thursday is Thanksgiving)	Tues Group and family therapy (Ch. 16); case discussion, Paul case (Ch. 14) [Skip?]. Note that text chapter 17 is skipped.	
	Weds Health psychology (Ch. 18)	
	Thurs No class	
Week 15 December 2, 4	Tues Health psychology (Ch. 18), John (Ch.16) [if time permits]	
Week 15 December 2, 4	Tues Health psychology (Ch. 18), John (Ch.16) [if time permits]	
	Thurs Health psychology, cont. (Ch. 18), review, and wrap-up Note that text chapter 19 is skipped.	Extra Credit #4 due.
Wednesday, December 10 10:10 – 12:10	FINAL EXAM (same room as classroom)	

Note on Final: The final will be comprehensive. Information on the depth of topics covered on the final will be provided in class, along with opportunities to review.

Course Guidelines and Policies

Schedule Changes

This schedule is subject to change. Students are responsible for knowing about changes in assignments and schedules that may be announced in class or on Moodle.

Add/Drop

Through the first fifteen (15) instructional days of the semester, students may use [CyberBear](#) to drop courses. For courses dropped by the fifteenth instructional day, no fees are charged and courses are not recorded.

~~Friday, February 14~~ is the last day to drop, change a section, or change grading options without a drop/add form. After this date, a grade of “WP” or “WF” will appear on the transcript. Petitions to drop will be granted only in documentable emergency cases. Note that course failure, in and of itself, does not constitute an emergency. There will be no exceptions, so please plan accordingly.

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability

Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work you and Disability Services to provide an appropriate modification.

Incompletes

Departmental and University policies regarding Incompletes do not allow changing “Incomplete” grades after one year after an “I” has been granted.

Plagiarism

Plagiarism or cheating of any kind will not be tolerated. Plagiarism is stealing or passing off the ideas or words of another as one's own without properly crediting the source. This behavior is unethical and a violation of the [Student Conduct Code](#). Evidence of either plagiarism or cheating may result in an automatic “F” for that assignment and a deduction of 40 points from the final grade. The instructor also reserves the right to assign an “F” as a final grade if either cheating or plagiarism occurs.

Psychology Department Information

The website for the [Department of Psychology](#) has important information pertaining to psychology major and minor requirements, admission requirements, Psych 100, supervised research, etc. If you are a psychology major, or are thinking about becoming one, this is important information for you to review. In addition, the website provides links to sites with information on graduate school admissions, graduate programs, and careers in psychology. If you are at all interested in pursuing graduate study or employment in psychology, use these links as a starting place for your research on programs.

Attendance

Attendance in class is required; please come to class on time and stay for the entire period. Students need to attend regularly and participate in class discussions in order to do well in this class.

Cell Phones

Students are expected to practice cell phone and laptop etiquette in class. Make sure cell phones and pagers are turned off (or set to vibrate) during class. Please do not engage in excessive texting or online activity during class. No cell phone use, texting, use of mp3 players, etc. is permitted during exams.

Academic Honesty

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.

Student Conduct Code

All students need to be familiar with the [Student Conduct Code](#).