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PSYX 378.01: Introduction to Clinical Psychology

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Introduction to Clinical Psychology – Psyx 378, section 01

Spring 2016

Course Location and Time

LA 201

Monday, Wednesday, Friday, 2:10-3

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 on Moodle. These are required for the course and provide the basis for discussing the *controversies* in the field 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 electronic 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 $16 * (\text{proportion of in-class exercises completed})$.

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.

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	73	2.0
C-	70	1.7
D	60	1.0
F	59 or lower	0

Exams

The exams consist of approximately 33-44 multiple choice or T-F questions and 2-3 short essay questions. The final exam is somewhat longer and it is comprehensive; suggestions will be made in class on material covered and for studying for the final. The first three exams will be administered during class and the final exam occurs during exam week. **Bring a clean “Psychology scantron form” and #2 pencil to each exam.** 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.

Lecture Topics

Lectures will frequently derive from student questions and supplemental materials. Discussion forums will be available on Moodle. E-mail questions to me the evening before class or use the forum on Moodle if there is a topic from the chapter that you would like for me to highlight or discuss in class. Notes from each week’s lecture will be posted 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 submitted or turned in in the day of the class period before each exam, e-mail preferred. 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.

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 and to practice these activities during in-class video exercises
6. To learn basic aspects of professional roles and relationships in helping professions and the healthcare system and to practice relevant skills in thinking about and discussing clinical situations in behavioral health care

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 daily 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, controversies, and clinical vignettes. Almost every class period will include a discussion of video or other clinical scenario, and your handing in of a brief reaction to the video (instructions in class). For 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 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, on Moodle, or via e-mail.

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 12 is the last day (I think) 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. 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.

All materials in this course are intended to be accessible. If you have any trouble with accessing any course material, please let me know, or you can contact [Disability Services for Students](#).

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, you can 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, participate in class discussions, and complete the participation exercises in order to do well in this class.

Cell Phones and related technology

Students are expected to practice cell phone and computer 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; nevertheless, looking something important up and sharing it with the class is still considered somewhat cool. Cell phones use, texting, use of mp3 players, etc. are not permitted during in-class 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](#).

Course Schedule

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

Date	Topics & Readings	Extra Credit and other information
Week 1 January 25 – 29, 2016	Mon Introduction to the course; defining clinical psychology (Ch. 1)	
	Weds Evolution of clinical psychology (Ch. 2)	
	Fri <i>Judy (Ch. 5) case</i>	
Week 2 February 1 – 5	Mon Controversies in clinical psychology (Ch. 3). Example: Prescription privileges.	
	Weds Cultural issues (Ch. 4)	
	Fri Cultural issues (Ch. 4), continued	
Week 3 February 8 – 12	Mon Ethical issues (Ch. 5)	Extra Credit #1, Research a clinical psych. training program, is due Monday, February 15
	Weds Ethical issues (Ch. 5), continued	
	Fri Conducting research (Ch. 6)	
Week 4 February 15 – 19	Mon: No class , Presidents' day holiday	
	Weds Finish Conducting research (Ch. 6); review	Extra Credit #1 due by e-mail (preferred) or hard copy (4:00); moved to Wednesday
	Fri, February 19. Exam 1 (covers chapters 1-5, <i>Judy</i>), Friday September 24	
Week 5 February 22 – 26	Mon Diagnosis and classification issues (Ch. 7). <u>Additional materials on DSM-5 are provided on Moodle</u>	
	Weds Diagnosis and classification (Ch. 7), continued	
	Fri Finish Diagnosis and classification (Ch. 7); review: dimensional and categorical approaches in personality assessment and in diagnosis; catch up	
Week 6 February 29 – March 4	Mon The clinical interview (Ch. 8); Baker, McFall and Shoham Reading	
	Weds Finish The clinical interview (Ch. 8)	

Date	Topics & Readings	Extra Credit and other information
	Fri Intellectual/Neuropsych. Assessment (Ch. 9)	
Week 7 March 7 – 11	Mon Intellectual/Neuropsych. Assessment (Ch. 9), continued	Extra Credit #2, Biography of a clinical psychologist, will be due Monday, March 14
	Weds Personality and behavioral assessment (Ch. 10);	
	Fri Personality and behavioral assessment (Ch. 10), continued; begin review for next exam	
Week 8 March 14 – 18	Mon Controversies: Future of clin psych. Read Bray (2010)	Extra Credit #2 due (4:00)
	Weds Issues in psychotherapy (Ch. 11); review	
	Fri March 18. Exam 2 (covers Chapters 5-9, Baker et al reading)	
Week 9 March 21 – 25	Mon Issues in psychotherapy, continued (Ch. 11)	
	Weds Issues in psychotherapy, continued (Ch. 11)	
	Fri Ann case, (Ch. 2).	
Week 10 March 28 – April 1	Mon Psychodynamic psychotherapy (Ch. 12)	
	Weds Finish Psychodynamic psychotherapy (Ch. 12)	
	Fri Humanistic psychotherapy (Ch. 13)	Extra Credit #3, Prepare a personal statement for a graduate school, will be due Wednesday, April 13 (after Spring Break).
Week 11 April 4 – 8. Spring Break, No class		
Week 12 April 11– 15	Mon Behavioral psychotherapy, (Ch. 14); PTSD readings to be announced and posted.	
	Weds Finish Behavioral psychotherapy, (Ch. 14). Review for exam.	Extra Credit #3 due (4:00), Weds April 13
	Fri, April 15. Exam III (Pomerantz Chapters 10 – 14, Bray, and the Ann case).	
Week 13 April 18 – 22	Mon Cognitive psychotherapy, (Ch. 15)	
	Weds Cognitive psychotherapy, (Ch. 15), continued	
	Fri CBT for PTSD case discussion (materials to be on Moodle)	

Date	Topics & Readings	Extra Credit and other information
Week 14 April 25 – 29	Mon Group and family therapy (Ch. 16) <i>Note that text chapters 17 and 19 are skipped.</i>	
	Weds Group and family therapy (Ch. 16), continued.	
	Fri Health psychology (Ch. 18). <i>Note that text chapters 17 and 19 are skipped.</i>	
Week 15 May 2 – 6	Mon Finish Health psychology (Ch. 18); Review for final	Extra Credit #4 (analysis of therapy video) will be due Wednesday, May 11 @ 4 (Weds of Exam Week)
	Weds Catch-up and review for final	
	Fri Conclusions. Review for final and wrap-up	
Exam Week May 9 – 13	FINAL EXAM, <u>Monday</u>, May 9, 3:20-5:20 (Same room as class)	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. A good way to review for the final is to look at your 3 earlier exams.
		Extra Credit #4 due Wednesday, May 11 @ 4