

PSYC 250 Introduction to Clinical Psychology

Fall 2007

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Office Hours: Mondays 12:15 to 1:15; Fridays: 12:15 to 1:15; and by appointment.

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Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves. Chickering, A & Gamson, Z. F. (March 1987) Seven principles for good practice. AAHE Bulletin 39: 3-7.

What does a clinical psychologist do? Why would someone want to be a clinical psychologist? How does one become a clinical psychologist? What intellectual issues do clinical psychologists construct and face? These 4 questions will structure this course. They are the What, Why, and How of clinical psychology. We'll cover the basics of the field and spend some time looking at the historical and theoretical underpinnings of the field. We'll also look at some controversial issues. At the end of this course, you should know what a clinical psychologist can do, how this differs from other fields within psychology.

There are two assigned books. Additional readings are assigned throughout the semester. You will be responsible for the content in the textbook. However, class topic and material will not always follow the book. You will be expected to complete a quiz for each chapter/paired readings. This will comprise 35% of your grade. 30% based on in-class participation and response papers and 35% for a 7-page term paper on ethics in psychology. The ethics assignment will be due before the Thanksgiving Break. There is no midterm or final exam. Quizzes are take-home and are due as shown on the schedule. Quizzes are available on WebCT. Response papers will largely consist of your personal views as informed by classroom discussion and readings. Where possible, incorporate citations to readings and classroom discussion into your papers. These papers are to be brief – 1 page only (**only 1 exception for mock graduate school statement of purpose**), and it will be a challenge to write concisely. A great author once said, "If I had had more time, I would have written less." Response papers should demonstrate that you have completed the assigned readings (where applicable). Deductions will be made for deviations from this format. Although brief, the response papers contribute to your grade, so do them all and do them with care.

For each week's assigned readings, prepare 3 discussion questions. These questions should be emailed to me and Marissa, before class. Be prepared to ask these questions in class. Marissa will be leading discussions on the Yalom readings. Be prepared to contribute and participate.

The ethics assignment will introduce you, early in your clinical career, to the ethical requirements and dilemmas confronting psychologists. It will also expose you to the opinions of a practicing psychologist, whom you will have to interview to complete the assignment.

I will present themes and topics in class that expand on the material in the textbook. It is my intention that classroom time will be very interactive. I invite your questions and interruptions, as I don't prefer to stand up and lecture non-stop. I find that a question and answer format is a more interesting way to teach and to learn.

Ethics Paper

For this assignment, you will contemplate ethical dilemmas that psychologists have faced. You must reflect on these dilemmas and relate them to known ethical principles. To complete this assignment you will familiarize yourself with the APA Ethical Principles (available on e-reserve and at <http://apa.org/ethics>). You should also refer to the state statutes that apply to psychologists in Vermont. To access these resources you can go to the Board of Professional Regulations on the Secretary of State website. Below is the link. Click on "Rules" and "Laws" (for ASPPB Code of Conduct). <http://www.vtprofessionals.org/opri/psychologists/> Presented below are 29 ethical dilemmas. The

assignment is to select 7 of these dilemmas and write a 5 to 7 page review. **The dilemmas highlighted in bold text are required.** In addition, to reviewing written resources, discuss your dilemmas with a practicing psychologist (either in the community or in the department; sorry, you'll have to find someone other than me). You should discuss your dilemmas with this psychologist after you have done your reading and research. You will be graded on your citation of the appropriate ethical standards, the integration of the comments from your discussant (which should reflect the thoughtful conversation that you had with him or her), and the depth and thoughtfulness in which you consider each issue. Write your paper in APA style. You do not need a preamble; go directly into discussing the dilemmas. Present the text of each dilemma before discussing it. When citing APA and state statutes, give specific references or quotations. Integrate comments from your resource person that reflect your discussion of the issues. Do not simply state that you talked with so and so. Be careful to distinguish your personal opinion from the ethical guidelines.

Graduate School Personal Statement

The purpose of this assignment is to practice writing an actual statement for graduate school. Many of you will be applying to clinical psychology program, and some of you might be applying to medical school, law school, or another discipline. Write for whatever program of study you are likely to pursue. Find an actual program and write the statement according to their specifications. What I think is important is to tell a story that will help the reader to get to know you and why you are interested in psychology. Avoid abstract, vague, philosophical or preachy statements. Be descriptive. If your grades are excellent, emphasize this; if they are not explain this. For clinical psychology Ph.D. programs you typically must have a match between your research interests and the research interest of one or more faculty members. Speak to these interests. If your primary interest is clinical practice, don't emphasize this in a statement to a clinical Ph.D. program – emphasize your research interests instead.

Grading Summary:

Participation	::	30%
Ethics Paper	::	35%
Quizzes	::	35%

Attendance is integral to this course and will be taken at every class. You may have three absences without any questions asked. Unexcused absences beyond these three will be deducted from your grade. For each unexcused absence, a 2-point deduction will be made from your final grade point total, i.e., 5 absences will drop you one full grade. Excused absences include serious medical illness, family emergencies, and so forth. See the University policies below:

Students are expected to attend all regularly scheduled classes. The instructor has the final authority to excuse absences. It is the responsibility of the instructor to inform students of his or her policy for handling absences and tardiness, and the penalties that may be imposed. Notification should be done both verbally and in writing at the beginning of each semester.

It is the responsibility of the student to inform the instructor regarding the reason for absence or tardiness from class, and to discuss these with the instructor in advance whenever possible. The instructor has the right to require documentation in support of the student's request for an excuse from class. If an out-of-class exam is scheduled which conflicts with a regularly scheduled class, the regularly scheduled class has priority.

Religious Holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work

Participation will be determined by your active engagement with the course material in the form of asking questions, participating in dialogue, and completing homework assignments (i.e., response papers and

discussion questions). Additional readings may be assigned throughout the semester. You will be responsible for the content in the book. However, class topic and material will not always follow the book.

The UVM Center for Student Affairs and Ethics states that "Offenses against academic integrity are any acts which would have the effect of unfairly promoting or enhancing one's academic standing within the entire community of learners. Such acts are serious offenses, which insult the integrity of the entire academic community of the University. Any suspected violations of the policy will not be tolerated and all allegations will be forwarded to the Center for Student Ethics & Standards." Please review the code for academic integrity on their website.

Texts:

- *Introduction to Clinical Psychology: Science, Practice and Ethics*, by Jeffrey E. Hecker and Geoffrey L. Thorpe
- *Momma and the Meaning of Life: Tales of Psychotherapy*, by Irvin D. Yalom

Chapter 1 :: Introduction and Foundations

- *Assigned Reading :: Love's Executioner by Irvin Yalom*
- **Response Paper :: Does a Psychotherapist Need to Have Psychotherapy?** (due Wednesday 5 September)
- Quiz on Chapter 1 (quizzes are always due Monday before class, with the exception of Labor Day, when it will be due Wednesday before class)

- Monday, 27 August :: Introductions: Who are You and Why are You Here? Who am I and Why am I Here?
- Wednesday, 29 August :: Why Would You Want to Be a Clinical Psychologist? Do Psychotherapists Need Psychotherapy?
- Friday, 31 August :: The Role of the Self in Clinical Work; Discussion of Love's Executioner.

Chapter 2 :: History and Recent Developments

- *Assigned Reading :: The Spectrum of Development*
- Quiz on Chapter 2

- Monday, 3 September :: **NO CLASS**
- Wednesday, 5 September :: Models of the Mind and Person :: Basic Assumptions and Principles :: The Developmental Hierarchy of Ken Wilber (part 1: Object Relations)
- Friday, 7 2007 :: Models of the Mind and Person: Basic Assumptions and Principles :: The Developmental Hierarchy of Ken Wilber (part 2; Ego Psychology)

Chapter 3 :: Psychological Models in Clinical Psychology

- *Assigned Reading :: ; The Spectrum of Psychopathology; Treatment Modalities by Ken Wilber; The Pattern That Connects, Chapter 1, A Brief History of Everything. Double Exposure (In Momma and the Meaning of Life)*
- **Response Paper :: Reflections on Your Developmental Stage** (due Monday 17 September)
- Quiz on Chapter 3

- Monday, 10 September :: Models of the Mind and Person :: Basic Assumptions and Principles: The Developmental Hierarchy of Ken Wilber (part 3: Transpersonal Psych.)
- Wednesday, 12 September :: Historical and Clinical Application of the Wilber Model
- Friday, 14 September :: Discussion of Double Exposure

Chapter 4 :: Biological Models in Clinical Psychology