

PSYC 250 Introduction to Clinical Psychology

Spring 2008; M-W-F 3:35 to 4:25; Williams 402

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Office Hours: Mondays 9:00 to 10:00; Wednesdays 11:30-12:30; and by appointment.

Dewey 106, 656-4532

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.

EXPECTATIONS FOR THIS COURSE

You are expected to participate fully in this course. This requires attendance, doing the readings on time, engaging with the material, and being willing to discuss it. Obviously too, you are expected to complete all assignments according to the instructions detailed in the syllabus. This class will be a process of participatory democracy. As mentioned below, you are expected to participate, both in small group and large group dialogues. You will each be responsible for evaluating each other for participation and presentations. This is not meant to encourage competition, but accountability and fairness.

Small Group Dialogue

You will be assigned to a discussion group for the semester. Each week there will be a leader and a secretary on a rotating basis. There will be a sign-up sheet. The leader will lead the small group discussion, and everyone will be expected to participate. You will all be prepared by having done the readings and completing your *Weekly Reading Discussion Questions and Commentary* form. The secretary will record the issues and points raised in the group and will be responsible for rating the participation of each group member. These ratings will contribute to your participation grade. Each group member will rate the performance of the group leader according to the criteria in the Leader form:

	Leader Ratings				
Leader was prepared	1	2	3	4	5
Leader was sensitive to group members	1	2	3	4	5
Questions made me think about the material	1	2	3	4	5
Overall job	1	2	3	4	5

Weekly Reading Dialogue Questions and Commentary (RDQC)

The purpose of the Reading Dialogue Questions and Commentary is twofold. The first purpose is to give you a structure for engaging with the material. The second purpose is for you to demonstrate that you completed the readings and that you have thought about them in a meaningful way. Please observe the following style guidelines: 1-inch margins, 12-point font, and regular text (no italics or bold). Limit your write up to 250 words (use the word count function in your word processor). Use the form provided by inserting typed text into the space below the questions. Arrange the size of the fields as needed (see form below). Focus on the readings other than the textbook. A great author once said, "If I had had more time, I would have written less." **SUBMIT ONE PAGE ONLY. DO NOT EMAIL. NO EXCEPTIONS.** Dialogue Questions are due at the beginning of the class on Monday (except for the two weeks we have a Monday holiday and for the week of Faculty Research Presentation, where there are no readings). They will be evaluated as follows. Check plus will be given for full credit write-ups that clearly show you've done the reading and have engaged meaningfully with the material. A check will be given for an adequate write-up that shows you've done the reading and have thought about it to some degree. These will be given 85% credit. A check minus will be given for those write-ups that do not demonstrate that you've done the reading completely or have given them much thought. This will be given 60% credit. If your write up is late, or does not follow the style guidelines, it will be demoted as follows: 10 points for style departure (20 points for being over the word limit), 10 points for each class period late/30 points for once weekly classes (you may submit it to my mailbox on days that classes don't meet to reduce penalty)

Faculty Research Project

The faculty of the psychology department at UVM are actively engaged in cutting edge research in their respective fields. In fact, 3 of our clinical faculty were recently recognized for their impact on the field through publication productivity. See story here:

http://www.uvm.edu/~psych/?Page=news/archive/top_scholarly_producers.html

The purpose of this project is to familiarize ourselves with the active research programs of current faculty. Read the stated research interests and review the list of representative publications for each faculty member. These can be found at:

http://www.uvm.edu/psychology/?Page=faculty_list.html&SM=faemenu.html

(or link to faculty on the psychology department page of the UVM website). As you will see, some research will have more direct relevance to clinical psychology than others. To complete the **Faculty Research Project** you be assigned a faculty member's research. You will read 2 papers published by the faculty member. And prepare a summary of the faculty research where you discuss the potential implications for clinical psychology of the research findings. You will give a brief oral (10-minute) presentation of the research and its implications for clinical psychology. You will submit an annotated bibliography of the 2 research studies read (see below for criteria). **You do not need to speak with your designated faculty member to complete this project.** You should be able to find the research articles in the library. You may contact them to request a reprint of an article if you have trouble getting it from the library. Your grade for the presentation will be co-determined by your peers and by myself. Grading Criteria for Oral Presentations are: organization, clarity, use of audiovisual sources, comprehensiveness, responsiveness to questions (if applicable), and overall quality (see form below). **LIMIT YOUR REVIEW TO 100 WORDS FOR EACH ARTICLE (200 total).**

Guidelines for Annotated Bibliography (From the Owl at Purdue: <http://owl.english.purdue.edu/owl/resource/614/01/>)

Summarize: What are the main arguments? What is the point of this article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.

For more help, see our handout on **paraphrasing** sources.

Assess: After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is it this source biased or objective? What is the goal of this source?

For more help, see our handouts on **evaluating resources**.

Reflect: Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

Use APA Style. The Owl at Purdue has guidance on using APA Style.

<http://owl.english.purdue.edu/owl/resource/560/01/>

More information on writing the annotated bibliography is available from Cornell

This link gives an overview and example of an annotated bibliography:

<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

This link discusses how to critically analyze sources:

<http://www.library.cornell.edu/olinuris/ref/research/skill26.htm>

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

Additional online (electronic reserve at Bailey-Howe) 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 assigned textbook chapter. There are no midterms or final exam. Quizzes are online (WebCT) and are due Fridays before class.

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 in Appendix A of the textbook, on e-reserve, and at <http://apa.org/ethics>). Please read the state statutes that apply to psychologists in Vermont for background (<http://www.leg.state.vt.us/statutes/fullchapter.cfm?Title=26&Chapter=055>). Also read some of the rules, sections 4, 9, & 10 (<http://vtprofessionals.org/opri/psychologists/psychrules.pdf>). You may also read the ASPPB code of conduct. This overlaps with the APA rules, and is optional (<http://www.asppb.org/publications/model/conduct.aspx>). You can also access these resources on the Board of Professional Regulations on the Secretary of State website (<http://www.vtprofessionals.org/opri/psychologists/>) Presented below are 29 ethical dilemmas. The assignment is to select 5 of these dilemmas and write a 5-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. You will be graded on your citation of the appropriate ethical standards (please provide the number), the integration of the comments from your consultant (which should reflect the thoughtful conversation that you had with him or her), and the depth and thoughtfulness in which you consider each