Course Syllabus
Introduction to Clinical Psychology
CE, PSYC 250, Fall 2005

Instructor:
Kristin Gregor
Office: 329 John Dewey Hall
Phone: 656-4265
Email: kgregor@uvm.edu
*I prefer to be contacted by email!!

Class Meeting Information:
Wednesday, Votey 209, 5:00 to 7:45

Office hours:
Office hours will be held by appointment.

Required Text and other readings:

Overview of Course:
The purpose of this course is to provide students with a comprehensive overview of clinical psychology. The topics that will be covered include the definition of clinical psychology and its history as a profession, diagnosis and classification of disorders, an examination of assessment techniques (e.g., behavioral, intelligence, neuropsychological, and personality functioning testing), a review of therapeutic intervention techniques, and issues related to ethics. As well, time will be devoted to discussing professional development issues to help students understand the practice of clinical psychology and the types of degrees and training that are available to aid in becoming a clinical psychologist. It should be noted that this course will not be a training practicum; that is, you will not learn how to administer tests or conduct therapy. We will, however, examine both the techniques used by clinical psychologists to assess, treat, and prevent psychopathology, and the research that is used to investigate the efficacy of these techniques.

My plan for this course also includes the introduction of a few guest lecturers who are experts in their field. These lecturers will begin by briefly describing their “journey” into clinical psychology; that is, what lead them to decide to choose clinical psychology as a profession and how was this done (e.g., Ph.D., Masters, M.D., etc.). The lecturers will then discuss their current area of research and clinical practice. The topics that will be discussed by these lecturers will be their areas of expertise.
Course Requirements and Evaluation:

Exams:
There will be a mid-term (Exam 1) and a final (Exam 2) within this course, each worth 30%. The exams will not be cumulative, therefore Exam 1 will cover material from 8/31 to 10/12, and Exam 2 will cover the material from 10/26 to 11/30. Exam questions will be taken from text chapters and material covered in class including what guest lecturers discuss. The exams will consist of multiple choice questions, and short essay questions (2 to 3 pages in a blue book). A brief review of material will occur in the class that is a week before the exam.

Paper:
You will be assigned to write one short research paper this semester, which will count for 30% of your grade. The paper is meant for you to learn about an area of clinical psychology that perhaps we will not be able to get to in the lecture or will not be able to expand on in a great deal in the lecture. You will need to let me know what your paper topic will be and receive approval before writing the paper. You should submit an outline of your paper by e-mail by 9/28.

Papers should be written in APA style. If you are unfamiliar with APA style, I can recommend some sources that will help you. The page limit for the paper will be 5-7 pages. A good source to find information for the paper will be PsycINFO and Medline databases, which can be accessed through the UVM library website. If you need help using these databases, please come see me in my office hours. As well, although this paper is 5-7 pages in length, I suggest that you not leave writing it to the last minute. The paper will require a good deal of research and therefore you should start working on this paper sooner rather than later. With that said, NO LATE PAPERS WILL BE ACCEPTED!

Here is a brief description of the topic (further information will be provided at a later date):

Choose a current issue of debate in clinical psychology and write a paper on where this issue stands and how it was conceived. Some examples of topics include:

- Should clinical psychologists be able to prescribe medication?
- How much weight should be given to forensic psychologist testimony in court cases?
- Providing intervention geared towards diverse cultures.
- A lack of women faculty in clinical psychology.
- The involvement of drug companies in making critical mental health decisions.
- The value of the DSM and the future of the DSM.

You are welcome to use any of the topics listed above or to choose your own topic- just be sure you have received approval. You are welcome to come discuss a topic further with me during my office hours before you write the paper. If you are writing about an issue that has two sides (e.g., should clinical psychologists be able to prescribe medication?), you are welcome to argue in favor for one side or another.
Extra Credit Opportunities

1. One of the topics that you will be learning about this semester is assessment in clinical psychology. We will be discussing specific techniques and tools that are currently used in the field. As an extra credit assignment you can choose to administer a clinical interview to a friend, classmate, or roommate and then write up the interview in a formal report (examples of reports can be provided). For example, you can treat your friend as an individual coming to you for the first time to seek out psychotherapy and you would therefore want to conduct a comprehensive intake interview to determine your plans for treatment. Your friend can either make up a disorder or can email me for a vignette explaining a disorder that they can pretend to have. Although it would seem quite easy for your friend to tell you the disorder they are pretending to have, try to not get that information from them. There is no right or wrong diagnoses, since I understand that you are still learning about how to diagnose individuals with mental illness. Use of the DSM-IV will be required for this assignment. Completing the interview with audiotape and the written report will constitute 5 extra credit points on your final grade. If you have questions, please come to me in office hours.

2. UVM’s psychology department sponsors the Fall Institute on Racism, Heterosexism, Bias, and Oppression each year. Once the schedule is finalized there will be an opportunity to access extra credit for attending a session of the Fall Institute. Specifically, you will be expected to write a 2 to 3 page thought paper for each event you attend. Each event will be worth 2 extra credit points on your final grade. The maximum amount of extra credit points you can receive is 6 points (therefore, 3 events and 3 papers).

Attendance and Participation:

You are expected to attend all lectures and to actively participate. Although, I understand that sometimes you will be unable to attend lectures, I would suggest keeping this habit to a minimum since your exams will include a good portion of lecture material. If you must miss a class, be sure to get notes from a classmate; notes will not be available online.

Since this is a small class, it will allow for a good deal of discussion. I therefore encourage each of you to participate as much as you feel comfortable doing. We’re all in this together, and we could all greatly benefit in our education if we all provided our opinions and as well openly accepted the opinions of others. An attendance sheet will be passed around at the beginning of each class. Attendance and participation will consist of 10% of your final grade.
**Evaluation:**
Grading will be based on your two exams (Exam 1 = 30%, Exam 2 = 30%), your paper (30%) and attendance/participation (10%).

Range of grade values:
- A+: 95 - 100
- A: 92 - 94
- A-: 90 - 91
- B+: 86 - 89
- B: 82 - 85
- B-: 80 - 81
- C+: 76 - 79
- C: 72 - 75
- C-: 70 - 71
- D: 65 - 69
- F: 64 and below

**Academic Honesty:**
Any incidents of plagiarism or cheating on examinations will be reported to the appropriate officials at The University of Vermont. Consider the following points carefully. First, it is against the honor code for you to give and/or receive unauthorized assistance on graded assignments. Second, making use of someone else’s thoughts or words without citation is a violation of the honor code. Finally, examinations are to be taken without the aid of books, notes, or assistance from others.

**Social Justice:**
I concur with efforts to create an environment that is committed to fostering a nurturing learning atmosphere based upon open communication, mutual respect, and non-discrimination. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services at The University of Vermont.

**Policy on Incompletes:**
Grades of incomplete are strongly discouraged. In the event of a significant health or family-related difficulty, however, students can petition the instructor to consider giving an “Incomplete.” Such a grade will stand for one year or less. If the work has not been completed within 12 months from the start of the Fall semester 2005, then a grade of “F” will be recorded.
# Class Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>CHAPTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td>Introduction; Review of Syllabus; What is Clinical Psychology?</td>
<td></td>
</tr>
<tr>
<td>9/7</td>
<td>History of Clinical Psychology, Ethical issues</td>
<td>Skim 1/Read 2</td>
</tr>
<tr>
<td>9/14</td>
<td>Clinical Research Methods and the Scientist-Practitioner Role</td>
<td>3</td>
</tr>
<tr>
<td>9/21</td>
<td>Models of Behavior/Diagnosis and Classification</td>
<td>4/5</td>
</tr>
<tr>
<td>9/28</td>
<td>Applying to Graduate Programs in Clinical Psychology and the life of a graduate student</td>
<td>Approval for paper due by e-mail!</td>
</tr>
<tr>
<td>10/5</td>
<td>Introduction to Assessment and Clinical Interviewing</td>
<td>6/7</td>
</tr>
<tr>
<td>10/12</td>
<td>Guest Lecturer and Review for Exam</td>
<td>TBA</td>
</tr>
<tr>
<td>10/19</td>
<td><strong>Mid-term Exam (EXAM 1)</strong></td>
<td></td>
</tr>
<tr>
<td>10/26</td>
<td>Assessment: Intelligence, Personality, Neuropsychological Testing, Behavioral Assessment</td>
<td>8/9/10</td>
</tr>
<tr>
<td>11/2</td>
<td>Intervention: Prevention; Psychodynamic, Humanistic, Existential and Experiential Approaches</td>
<td>11/12/13</td>
</tr>
<tr>
<td>11/9</td>
<td>Intervention: Behavioral and Cognitive Approaches</td>
<td>14</td>
</tr>
<tr>
<td>11/16</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>11/23</td>
<td>NO CLASS- Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>11/30</td>
<td>Effectiveness of Psychotherapy; Wrap-Up; Review Paper Due</td>
<td>15/16</td>
</tr>
<tr>
<td>12/7</td>
<td><strong>Final Exam (EXAM 2)</strong></td>
<td></td>
</tr>
</tbody>
</table>