Introduction to Clinical Psychology
Psychology 250

Dr. Lisa Cepeda
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Office Hours: Thursdays @ 9:00 Location TBD

Class meets: Tuesdays/Thursdays Marsh Hall #112 10:00-11:15

Course Description. Introduction to Clinical Psychology is an experiential class that examines the history, scope and functions of clinical psychology. Clinical psychologists study abnormal behavior and mental processes. In the study of abnormality, clinical psychologists perform 3 main functions: they explain abnormality, distinguishing abnormality from normality; they create assessments to measure abnormality, and they provide successful interventions to treat abnormality. The primary focus of this class will be to study the treatment and the specific forms of treatment that stem from the major theories of psychotherapy.

Classroom work: Regular and prompt attendance to class is expected. A large portion of the class time is devoted to large and small group discussion, role play and other forms of experiential learning.

Required Reading

- Kay Redfield Jamison. An Unquiet Mind, A Memoir of Moods and Madness
  o I will have new copies available for purchase for $10.00. You are welcome to purchase a copy elsewhere however. We will begin this reading on Sept. 2, 2014.

Psychology 250 is an emotionally challenging course. Not only will you glean an understanding of how clinical psychology came to be, you will experience the assessment process and how it can be useful toward the goals of understanding the complexities of people and helping in the diagnosis process that can inform treatment. You will also work closely with case studies and hands-on, personal activities to experience three major theories of psychotherapy. We will study Psychodynamic, Person-Centered and other Humanistic approaches and Cognitive-Behavioral Psychotherapies. In the process, you will have opportunities to “try on” the theories and discover which system of change works best for you. You will work predominately in small groups or dyads (groups of two) throughout the semester. Many of the experiential exercises will invite you to look inward and reflect on your own life (experiences, beliefs, relationships, choices). You will be invited to share your insights within your group and to give and receive feedback as you learn the major theories of psychotherapy.

You will be asked to treat the personal disclosures of others as confidential. Although there is no way to guarantee that everyone will respect this principle of confidentiality, I ask that you each commit yourself to it. Also know that if I believe that you present a significant risk to yourself or others, or if I learn about a current risk of abuse to a child or an elderly person, I am obligated to break confidentiality and secure needed support and help.
**Evaluation and Grading**

- There will be 2 non-cumulative tests in this course, which will cover the chapter readings. Each test accounts for 15% of your final grade for a total of 30%.

- There are 4 short-answer responses required over the course of the semester. These responses account for 20% of your grade. The best responses will receive 2 extra points to be added to their test score. Each response needs to be approximately 2-3 pages,double spaced/hard copies only. Responses #2 and #4 are more involved. These responses will count for two grades each.

- There are 5 quizzes covering 5 chapters and 1 quiz covering An Unquiet Mind. The quizzes are worth 15% of your final grade. In addition to being 15% of your final grade, your quiz average may be used to replace either one of your test grades. You are encouraged to take notes and to bring a one page review sheet to each quiz-to be used as a resource while taking the quiz. You may turn in your one page of notes for an added point toward your quiz grade. Notes must be turned in with the quiz. Notes must be legible and worthy of one point. Quizzes will be taken at the beginning of class. There will be practice quizzes taken on Chapters 2 and 3. These will not count grade-wise; however, material from chapters 2 and 3 will be on Test 1.

- The final project is on the movie Ordinary People. This paper will account for 20% of your final grade.

- Class Participation is worth 15% of your final grade. Class participation involves adding to the class and small group discussions, being actively engaged both in sharing and in listening others into sharing with more depth and clarity, being present both physically and emotionally.

  o **Response #1:** What is Normal? By Peter Kramer
    - Discuss your definition of what normal behavior is and by contrast what is abnormal. With thoughtfulness given to your personal culture (family of origin and personal experiences), how do you come to possess this definition of normal?
    - Write up a futuristic biography of yourself (or someone you know well) in the same vein as the four people showcased at the end of the article in the section: Redefining Normal.

  o **Response #2:** (Counts for 2 grades) An Unquiet Mind by Kay Redfield Jamison
    - Comment on Kay’s friendships and how they helped her at her most troubling times.
    - Comment on your own qualities as a friend and if you have what it takes to be a good friend to someone suffering from mental illness.
    - Discuss your understanding of manic-depressive illness. In particular comment on any new insights you have after reading Kay’s memoir.

  o **Response #3:** Notes on an Exorcism by Andrew Solomon
    - What are your thoughts on the author’s experience of having an *ndeup* in Senegal?
    - What are your personal strategies for helping yourself feel better?
    - See the handout for the diagnostic criteria for Major Depressive Disorder as understood by the DSM IV.
    - What are your beliefs about depression? For example: How do you react when someone you know gets sick or has mental health issues? How did your family react to you and your illnesses (physical and mental) growing up?

  o **Response #4:** (Counts for 2 grades)
    - Time Line Project from a Psychodynamic Perspective – Detailed instructions to follow
Example Quiz Questions:

1. During the first half of the 20th century, what activity came to characterize applied psychology more than any other?
   a. intelligence testing
   b. vision, hearing and other sensory acuity testing
   c. personality testing
   d. psychoanalytic treatment

2. The Behavioral approach led to
   a. treatments for sexual disorders, substance abuse, and anxiety in the 1920’s and 1930’s.
   b. the development of experimental neuroses.
   c. a move away from evaluating treatment effectiveness.
   d. a belief that psychological problems were biological rather than learned.

3. Which of the following statements accurately reflects the role of assessment in treatment planning?
   a. Since diagnoses based on thorough assessments tend to be very distinct, it has been possible to define specific treatments for those diagnoses.
   b. Psychodiagnostic assessment fits very neatly into the medical model.
   c. Assessment can not only assist in the development of a treatment plan, but can be used to evaluate the effectiveness of the treatment as well.
   d. In real, every day practice, assessment has little relationship to treatment planning.

RUBRIC for Ordinary People Assignment
You are required to write a paper describing the elements of therapy from the movie Ordinary People. The following points are the rubric for this paper.

- This paper needs to be 4-5 pages in length.
- This paper will account for 20% of your grade.
- The following elements need to be discussed:
  - Background explanation on Conrad including:
    - Presenting problem
    - Symptoms
    - Family history
    - Medical factors
    - Strengths/assets
    - Conrad’s schema’s or core beliefs
    - Working hypothesis (see p. 106 CBT Case Formulation Worksheet)
    - Treatment Goals
  - Therapist
    - Therapist characteristics
    - Role
    - Therapeutic alliance
    - Therapy observations: What is the therapist doing/not doing, saying/not saying to facilitate movement? What elements of theories do you see present?
    - Include brief summary of theories used.
    - What factors lead to successful therapy?
    - Include specific interventions (what is the therapist actually saying and or doing).
  - Personal thoughts on the case
    - Likes/Dislikes on the therapy
    - What would have worked better for you- had you been Conrad?
    - What would you do differently if you were the therapist?

- Due: Thursday, November 20th, 2014.
### Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Chapter/Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>T  Aug 26 Th  Aug 28</td>
<td>Introduction to Clinical Psychology</td>
<td>Chapters 2 and 3</td>
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<tr>
<td>2</td>
<td>T  Sept. 2 Th  Sept. 4</td>
<td>Response 1 (What is Normal?) Clinical Psychology’s Past and Present</td>
<td>An Unquiet Mind</td>
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<td>3</td>
<td>T  Sept 9 Th  Sept 11</td>
<td>Basic Features of Clinical Assessment Response 2/ Quiz An Unquiet Mind</td>
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<td>4</td>
<td>T  Sept 16 Th  Sept 18</td>
<td>Practice quizzes over Chapters 2 and 3 Response 3 (Notes on an Exorcism) Interviewing and Observation</td>
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<td>5</td>
<td>T  Sept 23 Th  Sept 25</td>
<td>Quiz Chapter 4 Testing</td>
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<td>6</td>
<td>T  Sept 30 Th  Oct 2</td>
<td>Quiz Chapter 5</td>
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<td>7</td>
<td>T  Oct 7 Th  Oct 9</td>
<td>Test #1 Covering Chapters 2-5 Basic Features of Clinical Interventions</td>
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<td>8</td>
<td>T  Oct 14 Th  Oct 16</td>
<td>Quiz Chapter 6</td>
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<td>9</td>
<td>T  Oct 21 Th  Oct 23</td>
<td>Clinical Psychologists Present Life Paths Psychodynamic &amp; Humanistic Therapies</td>
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<td>10</td>
<td>T  Oct 28 Th  Oct 30</td>
<td>Quiz Chapter 7</td>
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<td>11</td>
<td>T  Nov 4 Th  Nov 6</td>
<td>Response 4 Person Centered &amp; Gestalt</td>
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<td>12</td>
<td>T  Nov 11 Th  Nov 13</td>
<td>Cognitive-Behavioral Therapies Quiz Chapter 8</td>
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<td>13</td>
<td>T  Nov 18 Th  Nov 20</td>
<td>Ordinary People Paper Due</td>
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<td>14</td>
<td>T  Nov 25 Th  Nov 27</td>
<td>Final class Thanksgiving- No Class</td>
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<td>15</td>
<td>T  Dec 3</td>
<td>Test #2</td>
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- Attendance is important. You may choose to miss 3 classes without impacting your grade. Upon the 4th absence (regardless of reason), your grade will drop by a full letter grade. Upon a 7th absence, an additional letter grade will be the consequence. Upon a 9th absence, your grade will drop another letter grade, etc. Know that when you miss class, you hurt your group. You may earn a bonus of 3% on your final grade if you choose to miss 0 classes and are tardy 0 times; 1% if you choose to miss only 1 class and are tardy 0 times. Three times being tardy = 1 absence. Arriving late or leaving early = a tardy. To earn the extra points, you may not be tardy or absent.

- Late work is not accepted except in unusual circumstances (illness, death in family). See me prior to due date to explain extenuating circumstances if you require an extension.
• Computers and cell phones are **not** permitted. In an attempt to practice the interpersonal skill set required of a psychologist, we will work at being present and engaged in a face-to-face format with our classmates. The ability to set and follow appropriate boundaries with technology communicates mature and responsible behavior; both of which are requirements for this professional career and a respectful experience in my class.

**Students with disabilities.**

The Americans with Disability Act (ADA) is a federal anti-discrimination statute that provides comprehensive civic rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the ACCESS office at 656-7753. If you need specific accommodations in this class, please bring a letter from ACCESS within the first 3 weeks of class so that we can make appropriate arrangements.