

INTRODUCTION TO CLINICAL PSYCHOLOGY
PSY 421

PROFESSOR : Dr. Kirk M. Lunnen
CLASS TIME : 8:10-9:10 MWF
ROOM : HSC 152
OFFICE : HSC 135; ex7203
OFFICE HOURS : TBD, or by appointment
E-MAIL : lunnenkm@westminster.edu

TEXT:

Nietzel, M. T., Bernstein, D. A., Kramer, G. P., & Milich, R. (2003). Introduction to Clinical Psychology (6th Edition). Upper Saddle River, NJ: Prentice Hall.

Yalom, I. D. (1989). Love's Executioner. New York, NY: Harper Perennial.

ADDITIONAL READINGS :

Beck, A. T., Rush, A. J, Shaw, B. F., & Emery, G. (1979). Cognitive Therapy for Depression (pp. 1-33). New York: The Guilford Press.

Dawes, R.M. (1994). House of Cards: Psychology and Psychotherapy Built on Myth (pp. 199 – 251). New York: Free Press.

Freud, S. (1910). The origin and development of psychoanalysis. American Journal of Psychology, 21, 181-218.

Fulero, S.M. (1988). Tarasoff: 10 years later. Professional Psychology: Research and Practice, 19, 184 – 190.

Goldfried, M.R. & Wolfe, B.E. (1996). Psychotherapy practice and research: Repairing a strained alliance. American Psychologist, 51(10), 1007-1016.

Pope, K.S. & Vasquez, M.J.T (1991). Maintaining and waving confidentiality. Ethics in psychotherapy and counseling: A practical guide for psychologists. Jossey-Bass, Inc.

Pope, K.S. & Vetter, V.A. (1992). Ethical dilemmas encountered by members of the American Psychological Association: A national survey. American Psychologist, 47(3), 397-411.

Racusin, R. J. & Felsman, J. K. (1986). Reporting child abuse: The ethical obligation to inform parents. Journal of the American Academy of Child Psychiatry, 25, 485-489.

Rogers, C. .R. (1946). Significant aspects of Client-Centered Therapy. American Psychologist, 1, 415-422.

Stricker, G. (1992). The relationship of research to clinical practice. American Psychologist, 47(4), 543-549.

Smith, M. L & Glass, G. V. (1977). Meta-Analysis of psychotherapy outcome studies. American Psychologist, 32, 752-760.

Treadway, J. (1990). Tarasoff in the therapeutic setting. Hospital and Community Psychiatry, 41, 88-89.

COURSE DESCRIPTION : The course provides a survey of key areas of relevance in clinical psychology. As an introduction to clinical psychology, the course tackles the fundamental issues in clinical psychology from both applied and theoretical perspectives.

COURSE OBJECTIVES : The primary goals of this course are to provide a basic understanding of current and historical applied psychological practices and increase students' basic research, writing, and critical thinking skills. Upon completion of the course the student should:

- Have an understanding of the theoretical and professional issues that accompany the delivery of psychological treatment
- Have direct experience with specific treatment methods and theoretical orientations used by mental health professionals
- Have participated in a forum for exploring, formulating, and refining their respective career goals.

COURSE REQUIREMENTS :

Assignment	Proportion of Grade
Exam 1	20%
Exam 2	20%
Final Exam	25%
Participation	5%
In-service Training Session	15%
Paper	15%

Grading: The course will use the following scale

GRADE	PERCENTAGE
A	93 to 100
A-	90 to 92
B+	87 to 89

B 83 to 86
B- 80 to 82
Ect.

Examinations: There will be two midterm examinations and one final examination. The midterms will consist of both objective and subjective items (including short answer and essay questions) covering material from the text and lecture covered since the previous midterm. The Final will be comprehensive and will likewise include both objective and subjective items. If you have a conflict with an exam you must notify me at least 24 hours in advance. If an exam is missed, and I am not notified in advance, you will receive a zero for that exam. Make-up exams will only be given for the following reasons: (1) sickness—you must provide a note from the health center (or other healthcare provider) verifying your illness, (2) a family emergency/crisis/death—must be verified by the Dean of Student Affairs. **All make-up examinations will be given on December 5 @ 9:00.**

In-service Training Session: In most mental health settings, there is some formal mechanism for staff training and continuing education. In many cases, staff members will be responsible for researching and presenting a specific topic to colleagues. This assignment serves much the same function. Although we cover a large amount of material in this class, there is much that we do not have sufficient time to cover. For this training session, you are to a) select a topic of personal interest and professional relevance, b) gather information on this topic, and c) provide a 20-30 minute training/educational session to your classmates. Topics can pertain to important professional issues (e.g., prescription privileges, burnout) or to interventions for specific presenting problems (e.g., domestic abuse, borderline personality disorder). Other types of topics may be acceptable, but should be approved by me prior to beginning formal work. NOTE: This is intended to be a “hands-on” and participation oriented training session. The run of the mill, ho-hum, non-interactive PowerPoint presentation will not result in a good grade.

Paper: As a part of this course, you are required to complete a short paper (10-15 pages in length) on a topic of your choosing related to clinical psychological practice. The topic could be related to the topic you choose for your in-service training; however, this is not required. The paper will be written in APA style and must include ample primary sources.

Class Participation: Class participation is essential to learning in this course. It is expected that you will attend each class and actively engage in course discussions. Each of you will be assigned a particular chapter in the Yalom text and required to lead the class discussion on your respective chapter.

Academic Integrity: Honesty is an essential part of your collegiate experience. Individual students are responsible for doing their own work and for not taking credit for the effort and ideas of others in any way. This includes plagiarism and/or cheating in any form. This obligation is based on mutual trust and is expected of every student.

Cheating on any of the class requirements listed above will not be tolerated and will result in appropriate disciplinary actions.

CLASS SCHEDULE :

Dates	Lecture Topics	Readings
28 Aug	Introduction	Syllabus
30 Aug	Definitions & History of Clinical Psychology	N1, Goldfried, Strickler
2 Sep	Definitions & History of Clinical Psychology	N1, Goldfried, Strickler
4 Sep	Approaches to Clinical Psychology	N2
6 Sep	Approaches to Clinical Psychology	N2
9 Sep	Assessment in Clinical Psychology	N3
11 Sep	Interviewing and Observation	N4
13 Sep	“Love’s Executioner”	Yalom 1
16 Sep	Testing	N5
18 Sep	Testing	N5
20 Sep	“If Rape Were Legal”	Yalom 2
23 Sep	Exam I	
25 Sep	Clinical Interventions: Overview	N6
27 Sep	“Fat Lady”	Yalom 3
30 Sep	Clinical Interventions: Overview	N6
2 Oct	Clinical Interventions: Psychotherapies	N7, Freud, Beck, Rogers
4 Oct	“The Wrong One Died”	Yalom 4
7 Oct	Clinical Interventions: Psychotherapies	N7, Freud, Beck, Rogers
9 Oct	Alternate Modes of Treatment	N8
11 Oct	“I Never Thought It Would Happen to Me”	Yalom 5
14 Oct	Psychotherapy Research (Paper Topic Ideas Due)	N9, Dawes, Smith
16 Oct	Psychotherapy Research	N9, Dawes, Smith
18 Oct	“Do Not Go Gentle”	Yalom 6
21 Oct	Child Clinical Psychology	N10
23 Oct	“Two Smiles”	Yalom 7

25 Oct	Exam II	
29 Oct	Health Psychology (In-service Topic Due)	N11
30 Oct	“Three Unopened Letters”	Yalom 8
1 Nov	Health Psychology	N11
4 Nov	Clinical Neuropsychology	N12
6 Nov	Forensic Psychology	N13
8 Nov	Forensic Psychology	N13
11 Nov	Forensic Psychology	N13
13 Nov	Professional Issues	N14, Pope, Pope
15 Nov	“Therapeutic Monogamy”	Yalom 9
18 Nov	Professional Issues	N14, Fulero, Treadway
20 Nov	In Class Movie	
22 Nov	“In Search of the Dreamer”	Yalom 10
25 Nov	In service Training	
2 Dec	In service Training	
4 Dec	In service Training (Paper Due)	
9 Dec	Final Exam @ 3-5:30	

