Psy 3617 Introduction to Clinical Psychology (3 cr.)

Fall, 2014
1:00-2:15 p.m. Mon, Wed
231 Smith Hall
William M. Grove, Associate Professor
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Course prerequisites:  Prereq- Psy 3604 or Psy 5604H

Learning Objectives
1. Students will become familiar with the history of clinical psychology in the U.S., as well as historical and current controversies in the field.
2. Students will become familiar with the various commonly engaged-in activities of clinical psychologists in the U.S., for example psychological assessment of cognitive and personality traits, and formal diagnosis of mental disorders according to the Diagnostic and Statistical Manual, 5th ed.
3. Students will become familiar with other activities of clinical psychologists, e.g., therapeutics. This includes a basic knowledge of various competing schools of thought with regard to the optimal conduct of psychotherapy.
4. Students will become familiar with other activities of clinical psychologists, e.g., research. This will include research on description of mental disorders (called phenomenology), epidemiology of mental disorders, longitudinal course of illness, prognosis (follow-up), family factors, physiological manifestations of mental disorders, contributing to our knowledge of the etiology of mental disorders.
5. Students will gain an introductory-level knowledge of research methods, and their relative strengths and weaknesses, in clinical psychology.
6. Students will gain a rudimentary knowledge of the ethical guidelines under which clinical psychologists work.
7. Students will learn about training models in clinical psychology, the content of graduate training programs in clinical psychology, and some practical advice about how to get into a doctoral program in clinical psychology.

Textbook:  Hunsley, J., & Lee, C.M. (2014 is the last edition (2nd) listed on Amazon.com.) Introduction to Clinical Psychology: An Evidence-Based Approach.  New York:  Wiley.  This is available at Amazon, but only a few copies are in stock when I last checked.  A new copy (paperback) costs over $158.00 (!)  A very few used copies are available at variable prices.
A rental version for 180 days is available through CourseSmart for $64.20 at this link: 
http://www.coursesmart.com/IR/7500519/9781118360019?__hdv=6.8

It is important that you read the assigned reading(s) before class. If you're having trouble understanding the reading(s), contact me before class or bring it up early in the class for which the reading is assigned. The latter approach is better because other students may have much the same problems you're having.

**How to Access Online Articles**
For the last third of the course or so, having to do with research in clinical psychology and related fields, you will be reading two actual research articles per class session. They are brief and are selected for being as nontechnical as possible. These articles will be made available through the course Moodle website.

**Instructional Format**
The class will be predominantly lecture-based, with as much interposed discussion and debate as can be handled given the size of the class and the amount of material to be covered. There will be no texting or cell phone use in class; turn phones off at the start of class; if they ring, they belong to me.

**Target Reading.** For each class period a textbook chapter is assigned for reading. Each student should come to class prepared with one (ONLY ONE!) written sentence summarizing their personal view of the most important learning from the readings and one sentence (ONLY ONE!) with a salient critique of the chapter. At the outset, the instructor will not collect these reaction-sheets. However, he may add this requirement if people appear to be largely unprepared for class.

**Classroom participation and discussion.** Despite the class size, I’d like to encourage all the discussion and debate possible in this setting. In speaking up, strive to convey that you’ve read the material before class; that you understand it; and that you’ve actually reflected on it, to see how what you've read squares with your own judgment. Early on, we’ll cover the history of clinical psychology, and then get into training and assessment. After midterm, we’ll take on intervention (prevention and treatment) and research.

Open and honest expression and exploration of your own perceptions and views and those of others is essential to the class. Your professor will strive to create a stimulating and safe environment for discussion. It is not only inevitable but desirable that there will be controversy and differences of opinion. Please do not shy away from these differences, but also treat them with respect. If you feel the discussions are biased or your views are not given their due respect, please tell the professor so he/she will understand the issues better and be more facilitative of class discussion.

**Questions, Arguments, Complaints:** I specifically encourage students to interrupt the flow of my lecturing, which can grow unending and even soporific at times, without my necessarily realizing it. If you interrupt me, I will ask you to fill out a small slip of paper with just your student ID on it and either the numeral “1” or “2” on it; hand it in to me at the end of class without fail. “1” means you asked a question, requested clarification, etc.---not just to have me repeat the class times, but a real question. “2” means you argued with me and what I was saying, or with what the book said. You will receive 1 point extra credit for questions, and 2 points extra credit per argument. You can obtain at most 1-2 points of extra credit per class. Additionally, you can obtain no more than 10 extra credit
points from the start of class through the midterm and 10 points from the midterm to the final.

The Student Evaluation of Teaching will be administered to the students by the T.A. on the second to the last class session. Students are encouraged to be candid, but constructive is more helpful than mere ridicule.

How Learning Objectives Will Be Measured:
1. Besides extra credit for your class contributions, there will be two examinations.
2. There will be a 50-item, multiple choice midterm examination covering material taught up to that point.
3. There will be another 50-item, multiple choice examination, non-cumulative, covering material taught between the midterm and the end of the semester.
4. The two exams' scores will be averaged. The top three scores will be set aside as outliers, and the highest remaining score will be normalized to equal 100%. All other scores will be calculated as a fraction of that (fictitiously) “100%” score. Those who actually do better than the fourth-highest scoring examinee will receive a score of 100% for the exam. After averaging the two exam scores and adding in extra credit, grade divisions will be made as follows: 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; below 60%=F.

Schedule of Topics; Assigned Readings

Note: Some readings are links to web sites. I've had trouble clicking them for instant access to the web site or associated document; you may have to type in the URL for the resource into the address line of your web browser. Sorry.


September 8 (Session 2) Diverging Forms of Applied Psychology. Read Hunsley & Lee, subsections “Mental health professions” and “Availability of mental health service providers.”

September 10 (Session 3) Activities of Clinical Psychologists. Read Hunsley & Lee, subsections within Chapter 2, “Activities of clinical psychologists,” and “Training in clinical psychology.”

September 15 (Session 4) Research Methods I. Read Hunsley & Lee, in chapter 4 subsections entitled “Ethics in research,” and “Research designs.”

September 17 (Session 5) Research Methods II. Read Hunsley & Lee, in chapter 4 subsections entitled “Selecting research participants and measures” and “Setting the sample size,” “Setting the sample size,” and “Analyzing the data”

September 22 (Session 6) Assessment: Overview. Read Hunsley & Lee, chapter “Assessment: Overview,” “Psychological testing,” and “Evidence-based assessment”;
September 24 (Session 7) **Assessment: Interviewing and Observation.** Read Hunsley & Lee, “Assessment: Interviewing and observation” subsections entitled “Unstructured diagnostic interviews,” “Structured diagnostic interviews,” and “General issues in interviewing.” “Observation”

September 29 (Session 8) **Assessment: Intellectual and Cognitive Measures I.** Read Hunsley & Lee, chapter 7, subsections entitled “Defining intelligence,” “Theories of intelligence, Assessing intelligence: The clinical context”

October 1 (Session 9) **Assessment: Intellectual and Cognitive Measures II.** Read Hunsley & Lee, chapter 7, subsections entitled “The Wechsler Intelligence Scales,” “Other intelligence scales,” “Selected cognitive assessment scales.”

October 6 (Session 10) **Assessment: Self-Report and Projective Measures I.** Read Hunsley & Lee, chapter 8, subsections entitled “Self-Presentation biases,” “Developing culturally appropriate measures,” and “The clinical utility of self-report and projective measures”

October 8 (Session 11) **Assessment: Self-Report and Projective Measures II.** Read Hunsley & Lee, chapter 8, subsections entitled “Self-report personality measures,” “Self-report checklists of behaviors and symptoms,” and “Projective measures of personality”

October 13 (Session 12) **Assessment: Integration and Clinical Decision Making I.** Read Hunsley & Lee, chapter 9, subsections entitled “Integrating assessment data,” and “Threats to the validity of assessments and case formulations”

October 15 **Midterm** instead of a class lecture, 50 multiple choice questions

October 20 (Session 14) **Prevention.** Read Hunsley & Lee, chapter 10, subsections entitled “Approaches to prevention,” “Promoting evidence-based parenting,” “Prevention of violence,” “Prevention of internalizing disorders,” “Prevention of substance abuse”

October 22 (Session 15) **Intervention: Overview.** Read Hunsley & Lee, chapter 11, subsections entitled “Theoretical approaches,” “The duration and impact of psychotherapy,” and “Alternative modes of service delivery”

October 27 (Session 16) **Intervention: Adults and Couples I.** Read Hunsley and Lee, chapter 12, subsections entitled “Does psychotherapy work?” “Meta-analysis and psychotherapy research.”

October 29 (Session 17) **Intervention: Adults and Couples II.** Read Hunsley & Lee, “Evidence-based treatments: Initiatives and controversies,” “Clinical practice guidelines,” and “Examples of evidence-based treatments,” and “Effectiveness trials.”

November 3 (Session 18) **Intervention: Children and Adolescents.** Read Hunsley & Lee, chapter 13, subsections entitled ”Landmarks in the evolution of evidence-based psychological services for children and adolescents,” “Examples of evidence-based treatments, and “Efficacy, effectiveness, and the dissemination of evidence-based treatments”
November 5 (Session 19) Intervention: Identifying Key Elements of Change. Read Hunsley & Lee, chapter 14, subsections entitled “Psychotherapy process and process-outcome research” and “Common Factors in Psychotherapy”

November 10 (Session 20) Intervention: Identifying Key Elements of Change. Read Hunsley & Lee, chapter 14, subsections entitled “Evidence-based psychotherapy relationships,” and “Evidence based principles of therapeutic change”

November 12 (Session 21) Clinical Health Psychology, Clinical Neuropsychology, and Forensic Psychology I. Read Hunsley & Lee, chapter 15, subsections entitled “Clinical health psychology.”

November 17 (Session 22) Clinical Neuropsychology. Read Hunsley & Lee, chapter 15, subsections entitled “Clinical neuropsychology.”

November 19 (Session 23) Forensic Psychology. Read Hunsley & Lee chapter 14, subsections entitled “Forensic psychology.”


December 13 Final Exam (Saturday) 10:30-12:30, Room 21 Smith Hall (regular classroom)
If questions arise regarding final exams, direct these to Mr. van Meurs