SYLLABUS

I. TEXT (Required)


II. COURSE DESCRIPTION

Psychology 3375, Clinical Psychology, is an upper division undergraduate course involving the research, teaching, and services relevant to the applications of principles, methods and procedures for understanding, predicting and alleviating intellectual, emotional, biological, psychological, social and behavioral maladjustment, disability and discomfort, applied to a wide range of client populations. (Resnick, J.H. (1991) pg.7).

This course will cover the various fields of training and expertise that qualify one to practice clinical psychology. We will attempt to define the field of Clinical Psychology, examine the scientific foundations of Clinical Psychology, use basis and uses of psychological assessment, clinical, projective and psychometric. We will study the various interventions employed by clinical psychology both as specific clinical issues and lifespan developmental problems. We will explore the various specialties in clinical psychology. We will study the ethical guidelines, which since being developed by the American Psychological Association, have been written into most state licensure laws including that of Texas.

Students will examine ethical and professional issues in the field of applied psychology. The course material and lectures are such that students will be encouraged to integrate their existing knowledge of human development, psychosocial, political and public health issues into their course material.

Because the field of clinical psychology addresses the above topics in considerable depth, think of this course as only an “introduction to clinical psychology.” The goal is to familiarize you with the field of by giving you a broad survey of various theoretical and clinical topics, including psychological assessment, clinical interviewing, theoretical orientations, psychotherapeutic approaches and clinical specialties. I have made every effort to make this course a well-rounded overview of the primary topics subsumed by the field of clinical psychology. Through lectures and readings, I aim to give you a better
understanding of the conceptual formulations and techniques used by clinical psychologists. Disclaimer: This course should facilitate reflection on your own thoughts, behaviors, and interactions with others. I encourage you to consider the practice of clinical psychology both from the psychologists’ perspective and from the perspective of clients and research participants. In some cases, you may find that the course material brings up issues that you may be struggling with. As this course is not a substitute for therapy, I encourage anyone who is struggling with personal problems to seek out counseling services.

III. LEARNING OUTCOMES:

Below are the specific Learning Outcomes for the course. Students will be able to:

1. Recognize and accurately generate the educational requirements, training and scope of practice of clinical psychology.
2. Describe uses of assessment and treatment of psychological disorders and critically discuss these interventions.
3. Accurately express basic understanding of how different forms of treatment propose to work.
4. Describe the ethical guidelines of clinical psychology

IV. EXAMS

There will be five examinations. These are worth 100 points each. Prior to the test, you will be given information on the material and the format of the test. Tests will be given on the date announced unless you are instructed to the contrary. There will be no make-up examinations.

V. TERM PAPER

You will submit three proposed term paper topics for consideration on the date shown below in the syllabus. The selection will be returned to you at the next class meeting. The paper will be 220 lines of text, at an average of 22 lines per page it comes to about 10 pages of text. This total does not include the title page, the abstract, the references nor any diagrams, tables or pictures that accompany the paper. The type will be Time New Roman and the font size will be #12. The papers format and style will be in accordance with the “The Sixth Edition of the Publications Manual of the American Psychological Association. The manual gives the details for all of the format and style requirements of this paper. The paper will be worth 150 points of the final point total for the course. You are required to submit your paper to “Turnitin” a plagerism checking program. You will be given the details of this aspect of the assignment in class. Late assignments will not be accepted.

VI. ATTENDANCE AND CLASS PARTICIPATION
Though class attendance will not be formally graded, it is expected that you will attend each class. There will be information presented in class that will not be available in the assigned readings. Class discussion and participation will be an important part of your learning experience. You should come to class prepared to discuss the readings assigned for that day. It will be your responsibility to contact a class member to obtain lecture notes from the classes you miss. You are expected to be thoughtful and respectful of all others in the class. Due to extensive research on divided attention, cell phone use is not permitted during. If you are on your computer, it is expected that you are using it to facilitate learning (such as taking notes).

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

VII. DETERMINATION OF GRADES

Course grades will be based primarily on the total number of points earned by the end of the semester. There are 650 possible points. To receive an "A" for the course, you will need 90% of the possible points). A "B" 80%, a "C" requires 70%, and a "D" requires 60% of the total points.

At the discretion of the instructor a student's grade may be raised but never lowered, for any of the following reasons:

1. quality of class participation,
2. improvement throughout the course
3. isolated low grade.

These exceptions to the "total points" rule will be considered only when a student's final average is within a few points of the cut-off for the next highest grade. This distinction is made as the discretion of the instructor and is not guaranteed. The grade of "Incomplete" is not an automatic grade Students should consult the Registrars office if they have questions concerning dropping a course.

Extra Credit. Students may earn up to 2% points of extra credit through any combination of the following options. All extra credit must be turned in to the instructor at or before the final exam.

1) Research Participation. Students may participate in ongoing research projects in the Department of Psychology. Extra credit will be awarded at the rate
of 0.5% points for each hour of research participation. For research participation to be valid, students must return an extra credit form to the instructor that includes their name, the duration of their participation, and the experimenter’s name and signature (If the experimenter does not have this available, please have them contact me directly). Attempts to falsify extra credit forms will be considered academic dishonesty and will be handled as such.

2) **Research Article Summaries.** The second way students may earn extra credit is by summarizing a relevant (Treatment or study of abnormal behavior/psychopathology) scientific journal article. Extra credit will be awarded at the rate of 0.5% point for each article summary. Only articles describing original research (e.g., editorials or commentaries are not acceptable) will be accepted. FOR CREDIT, A COPY OF THE ARTICLE MUST ACCOMPANY EACH SUMMARY. The summary should be in YOUR OWN WORDS. Verbatim reproduction of article text is plagiarism and will be considered academic dishonesty. The following information should be included in an approximately one-page, single-spaced, typed summary that follows APA formatting guidelines:

A) State the purpose of the study, B) State the dependent and independent variables, C) Briefly summarize the results D) Briefly summarize the authors stated implications, E) Briefly comment on how the article is related to class material

3) **End of the semester summary.** Students may write one, 2-page, typed (double-spaced) paper summarizing the most important or surprising things that he/she learned this semester that he/she will take away from this class. The paper should be turned in at or before the final exam and will result in the student earning 0.5% of extra credit.

**VIII. DISABILITY SERVICES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil 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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**IX. ACADEMIC ADVISING**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466 or log onto http://cla.tamucc.edu/advising/

X. ACADEMIC RESPONSIBILITY

The current University Catalog and Student Handbook discuss plagiarism and academic dishonesty. Any student violating these codes will be held responsible.

XI. GRADE APPEALS PROCESS

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.
### XII. Assigned Reading

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<thead>
<tr>
<th>Date</th>
<th>Reading to be completed for class/assignment due</th>
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<tbody>
<tr>
<td>1/16</td>
<td>Syllabus &amp; Chapter 1 Clinical Psychology: definition and training</td>
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<tr>
<td>1/18</td>
<td>Chapter 2 - Evolution of Clinical Psychology</td>
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<td>1/23</td>
<td>Chapter 3 - Current Controversies in Clinical Psychology</td>
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<tr>
<td>1/25</td>
<td>Chapter 4 - Cultural Issues in Clinical Psychology</td>
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<tr>
<td>1/30</td>
<td>Exam 1 - Chapters 1-4</td>
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<tr>
<td>2/1</td>
<td>Chapter 5 - Ethical Issues in Clinical Psychology</td>
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<td>2/6</td>
<td>Chapter 6 - Conducting Research in Clinical Psychology</td>
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<td>2/8</td>
<td>Chapter 7 - Diagnosis and Classification Issues: DSM-5 and more</td>
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<td>2/13</td>
<td>Chapter 8 - The Clinical Interview</td>
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<td>2/15</td>
<td>Exam 2 – Chapters 5-8</td>
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<td>2/20</td>
<td>Chapter 9 - Intellectual and Neuropsychological Assessment</td>
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<td>2/22</td>
<td>Article discussion day: Limits of IQ tests.</td>
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<td>2/27</td>
<td>Chapter 10 - Personality Assessment and Behavioral Assessment</td>
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<td>3/1</td>
<td>Chapter 11 - General Issues in Psychotherapy</td>
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<td>3/6</td>
<td>Chapter 12 - Psychodynamic Psychotherapy</td>
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<td>3/8</td>
<td>Exam 3</td>
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<td>3/13</td>
<td>Spring Break</td>
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<td>3/15</td>
<td>Spring Break</td>
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<td>3/20</td>
<td>Chapter 13 - Psychotherapy: Humanistic</td>
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<tr>
<td>3/22</td>
<td>Chapter 14 - Behavior Therapy</td>
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<tr>
<td>3/27</td>
<td>Chapter 15 - Cognitive Psychotherapy and Mindfulness Based Therapies</td>
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### Paper Due

- **4/3**

- **4/10**

- **4/12**
  - Exam 4

- **4/17**
  - Chapter 16 - Groups and Family Therapy

- **4/19**
  - Chapter 17 - Clinical Child and Adolescent Psychology

- **4/24**
Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.