

Spring 2011
PSYCH 5400 - CLINICAL PSYCHOLOGY
Section 001 (CRN: 33564); Mon. & Wed. 1:30 PM – 2:45 PM
316 Tolentine Hall

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Office Hours:
Wed. 10:00 AM – 12:00 PM
Thu. 2:30 PM – 4:00 PM
(or by appointment)

TEXTBOOK:

Trull, T.J. (2005). *Clinical psychology: Concepts, methods, and profession* (7th ed.).
Belmont, CA: Wadsworth/Thomson Learning.

COURSE OBJECTIVES:

This course provides an overview of the essential theories, techniques, and research employed by modern clinical psychologists. The aims of this course are: **1.** to introduce clinical psychology as a distinctive area of professional practice in mental health; **2.** to foster an understanding of and appreciation for the scientific basis of the field; and **3.** to develop individual interests and professional goals relevant to the mental health enterprise. Strong communication skills, both spoken and written, are vital abilities for the successful clinical psychologist (and numerous other types of professionals, as well). These essential skills will be cultivated through formal assignments and classroom participation.

COURSE REQUIREMENTS (3 units; *prerequisite: Psych 4050*):

Lecture Attendance and Classroom Participation. The material presented during regular lectures and student presentations will appear on examinations; therefore, you are advised to attend lectures regularly. Attendance will be recorded at each class meeting. Additionally, students will be expected to participate in class discussions; of course, attendance is a prerequisite for participation. This accounts for 10% of the final grade.

Assigned Readings. The course calendar lists readings from the Trull text adjacent to certain lecture dates; these assignments should be read *prior* to that lecture. Lectures will be easier to understand and more enjoyable if you prepare ahead. In addition, completing assigned readings will allow you to generate questions and participate effectively in class discussions.

Examinations. Two non-cumulative examinations will be given; a midterm exam will be administered during the regular class meeting time on February 24 and the final exam will be administered on May 2 at 8:00 AM. Exams will not be administered earlier than the scheduled date and time for any reason. In the event of *unexpected and exigent* circumstances, make-up exams may be arranged at the instructor's discretion. Notification of such circumstances must be made *before the start* of the exam to qualify for a make-up and documentation will be required. Both exams will consist of multiple-choice items and short essays. Examination materials cannot be retained by students. You **MUST** turn in and write your name on the test booklet, blue book, and scantron answer sheet before leaving the room. Failure to comply will result in a zero score and a formal report to Academic Affairs as an incidence of cheating. Students are bound to the University's Code of Academic Integrity in all matters related to the course.

Paper and Presentation. Each student will select a topic of current interest to the field of clinical psychology. Using primary reference sources, empirical research on the selected topic will be reviewed in a 6 page paper and a 15-20 minute oral presentation to the class. Further instructions and assistance with topic selection will be provided in class early in the semester.

Students with Disabilities. If you have any disability that might affect your performance in the course, it is your responsibility to notify me as soon as possible so that appropriate accommodations are made. Do not assume that other campus officials will notify me.

GRADING SCALE:

| | | |
|-----------------------------|-----|---------------------|
| Midterm Examination | 30% | February 24 |
| Final Examination | 30% | May 2 |
| Term Paper and Presentation | 30% | Paper Due: April 28 |
| Class Participation | 10% | |

NOTE: *Incomplete ("N") grades are assigned only if requested and arranged **in advance** of the final exam.*

COURSE CALENDAR:

| <u>Week</u> | <u>Lecture</u> | <u>Date</u> | <u>Topic</u> | <u>Reading</u> |
|-------------|----------------|-------------|-----------------------------------|--------------------------|
| 1 | T 1 | Jan 11 | Introduction, History | Ch. 2 |
| | Th 2 | Jan 13 | Professional Ethics | Ethics Code pp. 78-81 |
| 2 | T 3 | Jan 18 | Interviewing: Content and Process | pp. 142-162 |
| | Th 4 | Jan 20 | Interview Structure | pp. 163-181 |

COURSE CALENDAR (continued):

| <u>Week</u> | <u>Lecture</u> | <u>Date</u> | <u>Topic</u> | <u>Reading</u> |
|------------------------|----------------|-------------|-------------------|-------------------------------------|
| 3 | T | 5 | Jan 25 | Assessment and Psychometrics |
| | Th | 6 | Jan 27 | Intelligence Testing |
| | | | | Ch. 7 |
| 4 | T | 7 | Feb 1 | Clinical Neuropsychology |
| | Th | 8 | Feb 3 | Structured Personality Assessment |
| | | | | Ch. 18 |
| | | | | Ch. 8 |
| 5 | T | 9 | Feb 8 | Unstructured Personality Assessment |
| | Th | 10 | Feb 10 | Judgment and Interpretation |
| | | | | Ch. 10 |
| 6 | T | 11 | Feb 15 | Diagnosis |
| | Th | 12 | Feb 17 | Forensic Psychology |
| | | | | Ch. 5 |
| | | | | Ch. 19 |
| 7 | T | 13 | Feb 22 | Pediatric Clinical Psychology |
| | Th | - | Feb 24 | MIDTERM EXAMINATION |
| | | | | Ch. 20 |
| [Spring Recess] | | | | |
| 8 | T | 14 | Mar 8 | Psychological Intervention |
| | Th | 15 | Mar 10 | <i>No Class</i> |
| | | | | Ch. 11 |
| 9 | T | 16 | Mar 15 | Modern Psychodynamic Therapy |
| | Th | 17 | Mar 17 | Cognitive-Behavioral Therapy |
| | | | | Ch. 12 |
| | | | | Ch. 14 |
| 10 | T | 18 | Mar 22 | Psychotherapy Research |
| | Th | 19 | Mar 24 | Group Psychotherapy |
| | | | | Ch. 4 |
| | | | | pp. 411-421 |
| 11 | T | 20 | Mar 29 | Group Psychotherapy (cont'd) |
| | Th | 21 | Mar 31 | Structural Family Therapy |
| | | | | pp. 421-432 |
| 12 | T | 22 | Apr 5 | Behavioral Medicine |
| | Th | 23 | Apr 7 | Student Presentations |
| | | | | Ch. 17 |
| 13 | T | 24 | Apr 12 | Student Presentations |
| | Th | 25 | Apr 14 | Student Presentations |
| 14 | T | 26 | Apr 19 | Student Presentations |
| | Th | 27 | Apr 21 | Student Presentations |
| 15 | Th | 27 | Apr 28 | Professional Development |
| | | | | Chs. 1, 3 |
| May 2, 8:00 AM | | | FINAL EXAM | |

**Psychology 5400 - Spring 2011
Semester Project**

Due Dates:

| | |
|-------------------------|--|
| Proposal and References | February 24 |
| Class Presentation | To Be Arranged (April 5, 7, 12, 14, or 19) |
| Paper | April 28 |

Paper:

Maximum 6 pages (not including title page, references, or tables), double-spaced, ***APA style***

Minimum of 5 references total, at least 3 *journal* references

Do **NOT** cite: textbooks or the DSM
popular media (magazines, newspapers, etc.)
internet websites

Follow APA Publication Manual, 5th or 6th edition for title page, citations, reference list, margins

You can omit abstract and section headings (i.e., Method, Results, etc.)

Class Presentations:

20 minutes (plus time for questions and discussion)

Send me your PowerPoint file before class; see me about videos, other media, etc.

Topic:

Combination of a **procedure** (assessment or therapy) and a **problem** (e.g., DSM category)

*Check for existence and availability of the relevant literature *before* committing to a topic

Examples: Therapy X for children with ADHD

Use of Test Y to predict suicide *ETC.*

Suggested Journals:

Journal of Consulting and Clinical Psychology
Psychotherapy: Theory, Research, and Practice
Professional Psychology: Research and Practice
Behavior Research and Therapy
Psychotherapy Research
Psychological Assessment

Clinical Psychology Review
Journal of Clinical Psychology
Journal of Counseling Psychology
Cognitive Therapy and Research
Archives of General Psychiatry
Journal of Personality Assessment

Grading:

60 points total (30% of grade)
Use of appropriate literature (10)
Content and Focus (10)
Integration and Conclusions (10)
Writing clarity and APA style (10)
Presentation Effectiveness (20)

Guidelines for the Paper:

What is the question you are asking? Why is this important? What does the research tell you? Is this procedure useful or effective? Address conflicting findings!! What do you *conclude* – is there an answer yet? What research still needs to be done to address the problem? What are the challenges to implementing these findings into psychological practice?

You should *not* devote more than one page to describing the technique you are evaluating.

You *should* devote at least one page to your integration and conclusions.