

Psy 3617 Introduction to Clinical Psychology (3 cr.) (call # 58358) Spring, 2008
Class Meetings: 6:20-8:50 pm T, Blegen Hall, room 235
Course Website:

Instructor: Martin D. Lloyd

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Office hours: Tuesdays, 4:30-5:30 PM; Thursdays, 11:30 AM-12:30 PM; and by appointment

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Course Description: This course will familiarize you with the field of U.S. clinical psychology. Clinical psychologists are principally involved in assessment, treatment, and research, and so the course covers these three areas in turn, with additional time devoted to ethics and to specialized career areas in clinical psychology. This course may also help you decide whether a career in this field appeals to you.

Texts: Trull, T.J. (2005). *Clinical Psychology*, 7th ed. Belmont, CA: Wadsworth/Thomson Learning.

There is also a packet of articles, which will be available shortly at the Coffman Union Bookstore. Copies of any additional articles will be given out in class or placed on reserve at Walter Library by the time you need them.

Exams and Grading: There will be three NON-CUMULATIVE exams, each worth 50 points. Each exam will cover all material covered up to the date of that exam, including readings and lectures. The exams will be multiple choice, about ½ based on readings and ½ on lecture. You will not do well on the exams if you do not study very carefully.

Additionally, there will be six informal essays. The due dates for the essays are listed in the chart at the end of this syllabus; essays are due by the end of class on the days that they are due. Essay assignments will be handed out in class and made available online at least one week before the due date. Each essay should be approximately one and no more than two, typed, double-spaced pages.

The breakdown of your final grade is as follows:

Exam 1: 50 pts.

Exam 2: 50 pts.

Exam 3: 50 pts.

Essays: 70 pts. (10 pts. per essay for essays 1-5, 20 pts. for essay 6)

Your letter grade will be determined as follows: The 3 students with the highest total scores on the exams will have their scores averaged. This average will then be treated as a “perfect” score, and given a percentage score of 100%. Students will receive a percentage score based on their raw score, by comparing it to the “perfect” score.

93% (of a perfect score) and above = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

77-79% = C+

73-76% = C

70-72% = C-

67-69% = D+

60-66% = D

59% and below = F

For example, suppose that the 3 exams and the essays (totaling 220 possible points) yielded scores such that the average of the top three scores was 189. 90% of 189 is 170.1. Therefore everyone with scores of 170.1 and above would receive an A or an A-. (This is an example, not a guarantee; the actual numbers will vary term-by-term, depending on the top students’ performance) Hence, you are NOT being graded on a curve; it is possible for every student to get an A. Students who take this course S-N must earn a grade of at least “C-” to pass the course. I reserve the right to adjust the cut-points listed above, but only to IMPROVE student performances.

Extra Credit: In this class, you may earn up to 10 points of extra credit. You may do this by participating in REP studies. REP, or Research Experience Program, is a way for researchers in Psychology to recruit subjects and for undergraduates to receive extra credit for their Psychology courses. Generally, you earn one point for every half hour you spend participating in a study, though some studies give participants a fixed number of points.

To find REP studies in which to participate, go to

<http://www.psych.umn.edu/research/rep/default.htm> (or go to www.psych.umn.edu, click Research, and click New REP Information Available Online) and click My REP. Log-in using your student ID #. Here, you can find out what REP studies are available and sign up to participate. You can also check to see how many REP points you have earned. It is your responsibility to find and schedule REP studies. You are also responsible for making sure your participation in a REP study is recorded. It is recommended, though not required, that you inform the instructor of how many REP points you have earned to be sure that your records match.

Extra credit is NOT required in this class. Extra Credit points will be added to your scores only AFTER the average of the top three scores has been calculated.

Difficulties; Withdrawing from the Course: A failing exam grade will NOT be considered sufficient cause to drop this course. If you choose to withdraw, do so before the date on which the instructor's signature is required (see the University Course Schedule for this deadline). Incompletes ("I" grades), followed by retaking the course during another term to finish, will NOT be given. If you are experiencing difficulties in the course, talk to me as soon as you realize it, and if at all possible BEFORE you get a poor score back on an exam.

Scholastic Misconduct: All students enrolled in University courses are expected to complete course requirements with fairness and honesty. Failure to do so by seeking unfair advantage over others or by misrepresenting someone else's work as your own can result in disciplinary action. The University of Minnesota's Student Conduct Code defines scholastic dishonesty as: *submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.* Instructors are obligated to report suspected academic misconduct to their department. Within this course, a student who engages in scholastic dishonesty will be assigned a penalty up to and including an "F" or an "N" for the course. If you have questions regarding the expectations for writing your papers, please ask.

Other general expectations of students can be found at:
<http://www1.umn.edu/usenate/policies/classexpectguide.html>.

Students with Disabilities. If you have any questions regarding disability or reasonable accommodations, make Disability Services your first point of contact. After you make contact with them, Disability Services will contact the instructor to discuss how to best accommodate your needs. The contact information is:

Disability Services
180 McNamara (Gateway Building)
200 Oak St SE
University of Minnesota
Minneapolis, MN 55455
(612) 624-4037 (V/TTY)

University of Minnesota Policy on Sexual Harassment. Sexual harassment by or toward a member of the University community is prohibited. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decision or academic decisions affecting this individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive

working or academic environment in any University activity or program. "Member of the University community" or "University member" mean's any University of Minnesota faculty member, student, or staff member, or other individual engaged in any University activity or program. Department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers must take timely and appropriate action when they know or should know of the existence of sexual harassment. Other persons who suspect sexual harassment should report it to an appropriate person in their unit or to the University equal opportunity officer. A violation of this policy may lead to disciplinary action up to and including termination of employment or academic dismissal.

Missed Classes and Exams: You are encouraged but not required to attend lectures. In the unfortunate event that you have to miss a class, you will have to borrow notes from another class member. There are few acceptable reasons for missing an exam. Make-up exams will be offered only to those who obtain permission IN ADVANCE, who have a significant illness documented by a letter from a physician, who have an extremely serious family problem (e.g., death of a family member), or who have another very serious impediment (e.g., jury duty, delivery of a baby, National Guard call-up, etc.). Students who miss an exam without satisfying one of these conditions will receive a ZERO for that exam. Arrangements to take a missed exam MUST be made within ONE WEEK of the exam date. You should contact a TA as soon as you know you will be absent to make arrangements for a make-up. Any make-up exams offered may be of a different format than the in-class exam, e.g., they may have oral or essay questions. Missed make-up exams will be graded as ZERO, and will NOT be rescheduled. THERE ARE NO EXCEPTIONS TO THE POLICIES STATED HERE.

Psy 3617 Introduction to Clinical Psychology Lecture TENTATIVE Schedule Spring, 2008

Date	Topic	Assignment*
1/22	History of Clin Psych	None
1/29	Training Clin Psych	Ch. 1, 2, 3 (pp. 58-78)
2/5	Intellectual & Personality Assessment	Ch. 7, 8
2/12	Diagnostic Assessment & Assess. Controversies	Ch. 5, 6(pp. 142-163), 10; Essay 1
2/19	Exam 1	
2/26	Traditional Psychotherapies	Ch. 11 (pp. 292–312); Ch. 12-13
3/4	Cognitive & Behavioral Therapies	Ch. 9, 14
3/11	Group, Couples, Family Therapies & Intv Controversies	Ch. 15; Essay 2
3/18		No class – Spring Break
3/25	Special Areas in Clinical Psych	Essay 3 (You will need to read ONE of the following chapters to write the essay: 16, 17, 18, 19, or 20)
4/1	Exam 2	
4/8	Research Methods	Ch. 4, Ch. 6 “Reliability and Validity of Interviews” (p. 163ff), Ch. 11 “Psychotherapy Research” (p. 312ff)
4/15	Bio Etiology Research & Psychosocial Etiology Research	Heston “Psychiatric disorders in foster home reared children of schizophrenic mothers” article, Pinel Ch. 5 (in packet) “Research Methods in Biopsychology” (pp. 101-117, 121ff), Tennant et al. “The role of life events in depressive illness” article, Bruce et al. “Poverty and psychiatric status” article
4/22	Assessment Research & Intervention Research	Sines “The relative contribution of four kinds of data to accuracy in personality assessment” article, Albert et al. “Faking psychosis on the Rorschach” article; Essay 4
4/29	Intervention Research & Research Controversies	Elkin et al “NIMH Treatment of Depression Collaborative Program” design article, Elkin et al “NIMH Treatment of Depression Collaborative Program” effectiveness article, Robins & Guze “Establishment of diagnostic validity in psychiatric illness” article
5/6	Ethics	Ch. 3 (p. 78ff), APA Code of Ethics, Pope & Vetter “Ethical Dilemmas Encountered by Members of the American Psychological Association” article; Essay 5
5/13	Exam 3	Essay 6

* References are to Trull text unless otherwise specified.

INFORMATION IN THIS SYLLABUS SUBJECT TO CHANGE