

Psy 3617 Introduction to Clinical Psychology (3 cr.) (call # 55548)
Spring Semester 2007
Class Meetings: 9:45-11:00 am, Tues & Thurs
N119 Elliott

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Course Website: <http://www.psych.umn.edu/courses/spring07/grovew/psy3617/>

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. 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.
Wierzbicki, M. (1993). *Issues in Clinical Psychology*. Boston: Allyn & Bacon.

There is also a set of research articles you will be able to download from the class web site, which will be used during the last 1/3 (research in clinical psychology) part of the course.

Exams and Grading: There will be two NON-CUMULATIVE exams, each worth 60 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 2/3 based on readings and 1/3 on lecture. You will not do well on the exams if you do not study very carefully. ALL questions regarding the exams (including content, scheduling, make-up exams, missed exams, concerns about scores, and grading) should be addressed to course T.A. Any questions you may have about the grading of your exam **MUST** be brought up within two weeks of the date of its administration. All tests are copyrighted and are the property of the instructor. **DO NOT** take tests from the classroom.

Your letter grade will be determined as follows: The 3 students with the highest total scores on the 2 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.

85% (of perfect score) and above = A
75-84% = B
65-74% = C
55-64% = D
below 55% = F

For example, suppose that the 2 exams (totaling 100 possible points) yielded scores such that the top three students' total scores averaged 94. 85% of 94 is 79.9, and therefore all students receiving test totals of 79.9 or above would receive an A. (This is an example, not a guarantee; the exact numbers will vary from term to term, depending on top students' performances.) Hence, you are **NOT** being graded on a curve; it is possible for every student to get an A. Students who take the course S-N must earn a grade of "C" to pass the course. Minus and plus grades (e.g., B+, C-) will not be given in this class. There is no extra credit of any kind.

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 without extraordinarily good cause. If you are experiencing difficulties in the course, talk to the T.A. as soon as you realize it, and if possible **BEFORE** you get a poor score back on the midterm.

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** from the T.A., who have a significant illness documented by a letter from a physician or D.O. (orthopedist), 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. Any make-up exams offered may be of a different format

than the in-class exam, e.g., they may contain 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 Semester, 2007

Week	Date	Topic	Reading Assignment
1	1/16	History of Clinical Psychology	Trull Ch. 2
	1/18	Training I	Trull Ch. 1, 3
2	1/23	Training II; Research Methods I	Trull Ch. 4
	1/25	Research Methods II; Intellectual Assessment I	Trull Ch. 6 "Reliability and Validity of Interviews" (pp. 163-171); Trull Ch. 11 "Psychotherapy Research" (pp. 312-321)
3	1/30	Intellectual Assessment II	Trull Ch. 7
	2/1	Personality Assessment I	Trull Ch. 8
4	2/6	Personality Assessment II	Wierzbicki Ch. 4
	2/8	Personality Assessment III	Wierzbicki Ch. 6
5	2/13	Diagnostic Assessment	Trull Ch. 5
	2/15	Diagnostic Assessment II; Assessment Controversies I	Trull Ch. 10; Wierzbicki Ch. 4
6	2/20	Assessment Controversies II	Wierzbicki Ch. 6
	2/22	Midterm Exam	
7	2/27	Traditional Psychotherapy I	Trull Ch. 11 (pp. 292-312); Trull Ch. 12
	3/1	Traditional Psychotherapy II	Trull Ch. 13
6	3/6	Behavioral Therapy I	Trull Ch. 14 (pp. 374-389)
	3/8	Behavioral Therapy II	Trull Ch. 9
	3/12 to 3/16	Spring Break	
8	3/20	Cognitive Therapy I	Trull Ch. 14 (pp. 389-407)
	3/22	Cognitive Therapy II	Nothing additional
9	3/27	Group, Couples, Family Therapies	Trull Ch. 15
	3/29	Intervention Controversies I	Wierzbicki Ch. 2
10	4/3	Intervention Controversies II	Nothing additional
	4/5	Biological Etiology Research I	Heston "Psychiatric disorders in foster home reared children of schizophrenic mothers" article; Fu et al. (1999)
11	4/10	Psychosocial Etiology Research I	Tennant et al. "The role of life events in depressive illness" article
	4/12	Psychosocial Research II	Bruce et al. "Poverty and psychiatric status" article
12	4/17	Cognitive Therapies II	Nothing additional
	4/19	Assessment Research. I	Sines "The relative contribution of four kinds of data to accuracy in personality assessment" article
13	4/24	Assessment Research II	Albert et al. "Faking psychosis on the Rorschach" article
	4/26	Intervention Research I	Elkin et al "NIMH Treatment of Depression

14	5/1	Intervention Research II	Collaborative Program” design article Elkin et al “NIMH Treatment of Depression Collaborative Program” effectiveness article
	5/3	Research Controversies	Robins & Guze “Establishment of diagnostic validity in psychiatric illness” article
	5/12	Final Exam 8:00–10:00am (SATURDAY)	