



PSYC 345

Introduction to Clinical Psychology and Psychotherapy

Fall Semester 2014

Thursday, August 28 - December 11, 2014.

12:30p.m. – 3:15p.m.

Camille Kendall Academic Center III Room -3206

Instructor: Mariana Martinez, PsyD.

marianam@umbc.edu Phone: (202) 9040948

Office hours: Thursdays 11:30 – 12:30 (by appointment)

Course Objectives:

This course is designed to help you learn about the broad field of Clinical Psychology. You will learn about a variety of aspects pertaining this area of study including historical background, professional development, clinical interviewing, intellectual and personality assessment, the diagnosis and classification of psychopathology, and theory, techniques and research concerning a variety of therapeutic approaches.

Learning Outcomes:

Upon successful completion of this course, you will:

- Have an overview of the field of Clinical Psychology, its applications and current issues debated within the profession.
- Know the basis of the interviewing process, assessment and diagnosis.

Communication:

My preferred mode of contact is via email to marianam@umbc.edu. All emails should originate from your UMBC account, otherwise, they may be rejected by a spam filter. You must

state the course number PSYC 345 and your name in the subject, and include your full name in the email. Please use language and format that is appropriate and professional. This includes, but is not limited to, spelling and grammar. You should receive an answer within 48 hours.

Classroom Expectations:

No food is allowed in the classroom. Turn off or silence your cell phones and refrain from using them in any shape or form. The use of laptop during class is not permitted.

Prerequisites:

You must have completed PSYC 100 (Introduction to Psychology) and PSYC 285 (Abnormal Psychology) both with a grade of C or better.

Taking PSYC 345 fulfills the "Applied Psychology" domain within the major - does the same thing for the minor - also counts towards the Concentration in Human Services Psychology (Clinical Focus).

This course may be taken Pass/Fail. However, if taken Pass/Fail, it WILL NOT count towards the Psychology Major or Minor program requirements, nor toward specific general education course requirements (GFR/GEP). To count in those categories, a course must be taken regular grading, and a grade of "C" or better obtained. However, if taken Pass/Fail, this course WILL count towards the 120 credits needed for the Bachelor's degree, and the 45 upper level credits needed.

Resources:

- a) Learning Resources Center (www.umbc.edu/lrc). MFREE assistance with written assignments, study skills improvement and other topics to enhance academic success.
- b) FAQs about Psychology at UMBC An on-line self-paced opportunity to learn about getting involved in Psychology research at UMBC; concentrations in Biopsychology, Human Services, and Developmental Psychology; career opportunities with a Psychology major/minor; graduate study in Psychology; and many other relevant topics for students interested Psychology. To access, type "psychology" into the Organization Search feature on Blackboard, hit Go, select PSYC_tutorial, and self-enroll.

UMBC Statement on Disabilities and Information for Obtaining Accommodations:

UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on disability. Student Support Services (SSS) is the UMBC department designated to receive and maintain confidential files of disability--related documentation, certify eligibility for services, determine reasonable accommodations, develop with each student plans for the provision of such

accommodations, and serve as a liaison between faculty members and students regarding disability-- related issues."

If you require certain accommodations, please submit an application (found at <http://sss.umbc.edu/files/2014/05/RequestForServicesForm-Updated-2.docx> and all disability documentation to Student Support Services (Math/Psych Bldg, Room 213, UMBC, 1000 Hilltop Circle, Baltimore, MD 21250) as soon as possible. Please see the application for details on appropriate documentation guidelines. For information or questions about the application, please call 410-455-2459.

Once your accommodations have been approved, you will meet with the UMBC-Shady Grove Program Coordinator, Ms. Ashley Waters (awaters@umbc.edu), who will work with you and your instructors to ensure you receive the proper accommodations. If you have any questions or concerns, please notify Ms. Waters immediately.

For students at the Shady Grove campus, the Center for Academic Success (CAS) provides additional support. CAS provides test proctoring services and can act as a liaison between students at USG and their home campus, as well as between students and their professors. For more information on the services CAS provides, please visit <http://www.shadygrove.umd.edu/campus-services/cas/dss>.

Honor Statement on Academic Integrity:

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, the UMBC Policies section of the UMBC Directory, or go to http://www.umbc.edu/undergrad_ed/ai/documents/ACC2011.pdf

Grading:

Midterm Exam	25%
Final Exam	30%
Research paper	15%
Reflection paper	15%
Assignment - Psychoth. approaches	10%
Attendance and participation	5%

Midterm and final exam:

The goal of the exams is to evaluate the level of understanding and integration of the material presented in the readings and in class. The midterm exam is open book, the final exam is not. Both exams consist of short answer questions, short essay questions and an analysis of a case. The midterm will cover material from the first half while the final exam will be comprehensive.

Research paper:

The research paper must present a review of the literature addressing the application of a particular theory to a specific clinical problem or psychiatric diagnosis. For example, the use of Cognitive-Behavioral Therapy for the treatment of childhood phobias; the use of Family Therapy to deal with adjusting to a new living situation; or the use of Existential Therapy in the face of the loss of a family member.

The research paper should be between five and eight pages long and must include abstract, conclusions, and a complete reference list. You will describe the clinical problem or psychiatric diagnosis including DSM-5 classification, describe the theoretical approach, discuss how this theoretical approach is applied to the problem in question, and a vignette or case to illustrate your discussion. It should cite at least five professional sources (not Wikipedia or non-professional sources). The paper should follow APA format. You must have the paper reviewed at least once at the Center for Academic Success CAS, incorporate the suggested changes, and include the CAS feedback form with the paper.

Reflection paper:

The reflection paper is an opportunity to integrate material learned in this and other classes as well as knowledge from the student's life experience. The essay is a reflection about the student's thoughts, questions, dilemmas and concerns in relation to an issue in Clinical Psychology and Psychotherapy. For example, Is psychotherapy science or art?; Are non face-to -face

psychotherapies valid?; If psychotherapy is useful, could it also be harmful?; The effect of diagnosis labeling.

The paper is three to five pages long and should contain a vignette to illustrate the issues discussed. Draw on appropriate resources to support your reflection such as academic journals, books and professional websites (five sources will suffice). Use APA style. A good essay has the following characteristics: engaging, thought –provoking, clear and ordered, sincere and well-written. You must have the paper reviewed at least once at the Center for Academic Success CAS, incorporate the suggested changes, and include the CAS feedback form with the paper .

Psychotherapy approaches:

The assignment on psychotherapy approaches is an exercise where you will develop a chart where you will compare the different psychotherapy approaches on the following aspects: main authors, main theoretical concepts or most important ideas, goals of therapy, main strategies or techniques. You might include other aspects to compare if you consider it important. This is a completion grade.

Attendance and participation:

Attendance and participation include being in class on time, demonstrating understanding of readings, and contributing with educated questions, comments and interventions. It also includes actively engaging in class exercises. Included in the attendance and participation partial grade is a 4 minutes presentation of one of the readings in the “therapeutic approaches” list. You will present and elaborate on one idea in the reading that resulted relevant to your advancement in the understanding of that particular approach.

Course materials:

Text book

Trull, T.J. & Prinstein, J.M. (2013). *Clinical Psychology*. (8th ed.). Belmont, CA: Wadsworth Cengage Learning.

Required readings

American Psychiatric Association (2013) *Diagnostic and statistical manual of mental disorders. DSM-5*. Fifth Edition. Arlington Virginia: American Psychological Association.

Edelson, M. (2012, Fall). The last word? *Hopkins Medicine*, 25 - 29.

Cloud, J. (2012, March 19). What counts as crazy? *Time*. 42-45.

Therapeutic approaches readings (choose one)

Freud, S. (1963). *Dora. An analysis of a case of hysteria*. NY: Simon & Shuster, Inc.

Frankl, V. E. (1984). *Man's search for meaning*. NY: Washington Square Press.

Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. USA: Meridian.

Kerr, M. E. (2008). *One family's story. A primer on Bowen theory*. Washington, DC: Bowen Center for the Study of the Family.

Rogers, C. (1951). *Client Centered Therapy*. London: Constable & Robinson.

Yalom, I. D. (1995). *The theory and practice of group psychotherapy* (4th ed.). NY: Basic Books.

General Information on Center for Academic Success

The Center for Academic Success (CAS) offers onsite academic assistance for students attending classes at the Shady Grove Center.

Here is a quick overview of CAS services:

- Review of papers and all writing assignments by a professional writing consultant (in person or over the phone).
- Finding an individual tutor for a course.
- Weekly reviews, called Guided Study Sessions (GSS), in business, psychology, nursing and other areas led by peer tutors who aced the class last year and who know the ropes.
- Workshops in speed reading, memory strategies, writing with research, or textbook reading strategies.
- Academic coaching: personal academic sessions to improve study habits and time management.
- Conquer writing snags with grammar assistance handouts, online exercises (with answers) and software programs on our computers.

Contact information:

Hours:

SG Bldg. 3, 1 st floor, Student Services suite	M & W	9:00 – 5:30
(301) 738-6315; Email: sg-cas@umd.edu	Tue & Th	9:00 – 7:00
	Fri	9:00 – 5:00

www.shadygrove.umd.edu/campus-services/cas

SCHEDULE

	DATE	TOPIC	READING
1	Aug 28	Introduction to the Course Introduction to Clinical Psychology	
2	Sept 4	Historic Overview Current Issues in Clinical Psyc.	Trull 1,2,3 (except Ethics) APA webpage
3	Sept 11	Diagnosis and Classification	Trull 5 DSM-5 - Introduction Edelson M. Hopkings Medicine Cloud J. Times Magazine Family Matters Episode
4	Sept 18	Assessment and Interview (Library Visit) Daniel E. Feinberg, MLIS, MEd Education, Library & Information Science, Psychology and Social Work Librarian	Trull 6 Mental Status Examination Form.
5	Sept 25	Assessment of intelligence Assessment of personality Behavioral Assessment Clinical Judgment	Trull, 7,8,9,10
6	Oct 2	Psychological Interventions (CAS visit)	Trull 11. Corey, G. "Ruth" Case.
7	Oct 9	MIDTERM EXAM	

	DATE	TOPIC	READING
8	Oct 16	Psychodynamic	Trull 12 Freud. (Pages 8-9 / 56-62)
9	Oct 23	Humanistic / Existential	Trull 13 Frankl. (Part One) Rogers (Chapter 1&4)
10	Oct 30	Behavioral / Cognitive Behavioral	Trull 14 Beck. (Chapter 5 & 9) Reflection Paper Due
11	Nov6	Family Systems	Trull 15 Kerr
12	Nov 13	Group	Yalom. (Chapter 1,2,3)
13	Nov 20	Research Ethics	Research Paper Due Trull 4 Trull 3
14	Dec 14	Integration	Turn in of Psychotherapy Approaches Assignment
15	Dec 11	FINAL EXAM	