Boston College
Woods College of Advancing Studies

PSYC 3336 02 Clinical Psychology
4 Credits, Summer Session II, 2015

Professor: Lois Condie, Ph.D. Condi@bc.edu
Office Hours: 1 hour before class, by appointment
Telephone: 617-355-8994
Schedule: Monday & Wednesday, 6:00-9:15 p.m., June 22-July 29
Room: tba

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
The course centers upon professional roles and responsibilities of clinical psychologists; empirical, applied, and theoretical activities and perspectives in clinical psychology; multimodal approaches to administration, consultation, assessment, and psychotherapy practice; neuroscience associated with clinical disorders; and how to pursue a career in clinical psychology. You should expect to gain an understanding of some of the main theoretical questions underlying current research and practice in clinical psychology.

Prerequisites (suggested but not required): Students will benefit from having enrolled in Abnormal Psychology or Psychopathology and General Psychology.

Course Objectives
1. The student will understand theories in clinical psychology
2. The student will understand current trends and developing theories in clinical psychology.
3. The student will understand multiple roles and responsibilities of clinical psychologists.
4. The student will demonstrate knowledge of the influence of inequalities pertaining to race, ethnicity, and other cultural/diversity variables and how that knowledge relates to clinical practice. The impact of culture, gender, and age on ideology and behavior will be discussed.
5. The student will demonstrate ethical knowledge pertaining to the practice of clinical psychology.
## Course Assignments:

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<tr>
<th>Date</th>
<th>Topic and Assignments</th>
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| June 22   | *Introduction to Clinical Psychology*  
*Ethics in Clinical Psychology*  
Explanation of class expectations |
| June 24   | *Training Models*  
*Assessment of Intelligence, Achievement, and Adaptive Behavior*  
Richard & Huprich, chapters 1 & 3 |
| June 29   | *The Role of Diagnosis in Clinical Psychology*  
Richard & Huprich, chapter 4  
Supplementary Reading: Personal Stories of Psychotherapy |
| July 1    | *Assessment of Personality*  
*Behavioral Assessment and Functional Analysis*  
Richard & Huprich, chapters 5 & 6 |
| July 6    | *Psychodynamic and Psychoanalytic Psychotherapy in the 21st Century*  
Richard & Huprich, chapter 8  
Supplementary Reading: Psychology is History  
Wedding & Corsini: ch. 1, Psychoanalysis; ch. 3, Client-centered therapy; **Group A** |
| July 8    | *Interpersonal Psychotherapy*  
*Behavior Therapy, Behavior Analysis in the 21st Century*  
Richard & Huprich, chapters 9 & 10  
**Chapter Essay Responses Due** |
| July 13   | *Cognitive-Behavioral Therapy*  
Richard & Huprich, chapter 11  
Supplementary Reading: Psychopathology as Portrayed in Short Stories  
Wedding & Corsini: ch. 6, Cognitive Therapy; ch. 9, Interpersonal Therapy; **Group B** |
| July 15   | *Existential and Humanistic Psychotherapy*  
*Child, Family and Couples Therapy*  
Richard & Huprich, chapters 12 & 13  
**Chapter Essay Responses Due** |
| July 20   | *Cognitive-Behavior Therapy, Mindfulness Psychotherapy*  
Richard & Huprich, chapter 14  
Supplementary Reading: Psychotherapy as Portrayed in Short Stories  
Wedding & Corsini: ch. 10, Family Therapy; ch. 11: Contemplative Therapy **Group C** |
| July 22   | *Psychotherapy Outcome Research*  
*Program Evaluation in Clinical Psychology*  
Richard & Huprich, chapters 16 & 17  
**Chapter Essay Responses Due** |
| July 27   | *Diversity Issues in Clinical Psychology*  
Richard & Huprich, chapter 18  
Supplementary Reading: Letting Go of Ethnic and Cultural Imperialism  
Wedding & Corsini: ch. 12 Positive Therapy, ch. 14, Multicultural Therapy **Group D** |
| July 29   | *Clinical Psychology Practice*  
*Dissemination of Research Findings*  
Richard & Huprich, chapters 19 & 20  
**Chapter Essay Responses Due** |
**Required Textbook/Readings:**

3. Selected journal articles and biographical and fictional personal accounts of mental illness and psychotherapy. Information will be found on Blackboard.

**Class Requirements:** Class is held twice per week. Requirements for the class are described below.

**Case Presentation and Discussion Leadership (30% of grade):** Students will work together in a group to compare and summarize two therapeutic approaches as depicted in case studies. Students will lead class discussion after their presentation. Students will be asked to (a) briefly summarize the cases, (b) describe the theoretical approaches, (c) compare and contrast the cases, highlighting the strengths and weaknesses of each approach, and (d) prepare questions for the class designed to guide discussion.

Case Presentation and Leadership involves 45 minutes of presentation, with each person taking a leadership role for their portion of the presentation; and 15 minutes of leading class discussion.

Evaluation is based on the group grade plus your portion of the group effort as it pertains to quality of the summary, critical analysis and description of the theoretical approach, comparison and contrast between case data and information found in the classroom textbooks, and leadership during class discussions, and the quality of the Q&A. The grading template will be posted on Blackboard.

**Audience Q&A Supplement for Case Presentations (30% of grade):** Each audience member re: the Case Presentation and Discussion Leadership will hand in a two-page single-spaced Q&A pertaining to the cases. Good examples of the Q&A written portion of the assignment will be explained on the first or second day of class. Those individuals conducting the presentation are not required to hand in a Q&A. Only audience members do so. Thus, each student will complete three Q&As during the semester. Students will not complete a written Q&A during the week they are designated to present. The grading template will be posted on Blackboard.

**Participation in Class Discussion (10% of grade):** The course content is conducive to interesting and lively discussion. Students will illustrate, through their responses to discussion questions, that they read the assigned chapters in the textbook, the casebook, and the supplementary readings. They will come prepared to discuss the material. Class participation also includes attendance and responsiveness to questions from the student presentors and the professor. When there are disagreements during class discussion, the tone of disagreement is expected to be professional. Full credit for class participation means you attended class for the full amount of time and you were prepared to discuss the textbook material, cases and supplementary material.

**Chapter Essay Responses (30% of grade):** Essay questions will be posted in advance, in the class lecture slides and on Blackboard. Students will be asked to write a two-page single-spaced essay concerning the Richard and Huprich textbook content.

**WCAS Grading System:** The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate
Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student's obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays. There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.