

University of Florida
College of Public Health and Health Professions
CLP4302- Introduction to Clinical Psychology - (section 0118), 3 credits
Fall 2013, Mondays 4:05-7:05 P.M.
HPNP Room: G312

Instructor Information

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Prerequisites of course: PSY 2012 General Psychology; CLP 3144 Abnormal Psychology; and STA 2023 Introduction to Statistics I

Course Overview and Purpose

The purpose of this course is to provide students with an introduction to the science and profession of clinical psychology. Course topics will provide students with an understanding of psychopathology, the diverse activities in which clinical psychologists are engaged, the education and training required to become a clinical psychologist, and current issues in the field. In addition, students will be introduced to different methods of assessment, and different approaches to the practice of therapy in clinical psychology. Finally, specialty areas within the field of clinical psychology will be discussed. Throughout the course, emphasis will be placed on an empirical approach to the science and practice of clinical psychology. This course will build on basic foundational knowledge of psychology as a natural and social science gained in an introductory psychology course.

Objectives

Upon successful completion of the course, students should be able to:

1. Describe the diagnostic features of the different disorders studied.
2. Discuss the different manifestations of psychological disorders.
3. Analyze and evaluate theories and treatments for disorders studied.

Methods of Instruction Lecture, class discussion, and small- group and individual work will comprise the majority of class sessions. The role of the instructors will be to: present an overview of relevant topics, provide additional reading material and learning resources with up-to-date research findings, facilitate discussion of selected topics, and provide timely feedback. Expectations for students are to

attend class fully prepared, participate in class discussions, and read assigned materials prior to class in preparation for lecture.

Course Materials

Required Readings will be provided in Adobe PDF format via Sakai, so there is no need to purchase textbooks for this course.

Required:

Hunsley, J., & Lee, C. M. (2006). *Introduction to Clinical Psychology* (1st ed.). Canada: John Wiley & Sons.

Kring, A.M., Davison, G.C., Neale, J.M., & Johnson, S.L. (Eds.). (2007). *Abnormal Psychology* (10th ed.). Hoboken, NJ: John Wiley & Sons.

Sakai

Sakai is the course management system that you will use for this course. Sakai is accessed by using your Gatorlink account name and password at <http://lss.at.ufl.edu>. There are several tutorials and student help links on the Sakai login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu. You are responsible for checking your account prior to each class to determine how you should prepare for the upcoming class.

COURSE POLICIES

Class attendance is considered an integral part of the learning experience as class discussions and lectures will include valuable material covered in the examinations that is not otherwise covered in the textbook. Thus, students are expected to attend all classes and participate in class discussions to have exposure to this information. If students must be absent, it is expected they will contact the instructor as soon as possible and be responsible for any missed material. Students who miss lectures are expected to acquire lecture notes from other students who attended. Some material presented in lectures will not be in the text and may be included on examinations. Thus, reduced attendance can be expected to result in a lower course grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

As Clinical Psychology is a thought provoking topic and often leads to interesting discussions about the topics covered within this course, student participation is expected. We expect each individual to contribute throughout the semester and will monitor ongoing student participation. Remember: There are no “stupid questions” and one of the most powerful ways to learn is in the moment by interacting with your instructors and classmates.

Classroom Etiquette:

- Please refrain from using I-pods or cell phones or any other electronic devices during class as it is distracting and inconsiderate of other students and the instructor. Cell phones must be placed on silent or turned off during class. Any use of a cell phone during class (i.e., chatting, texting) will be considered a violation of this policy as it disrupts other students from learning. Students who violate this policy will be asked to leave and will lose 1% of their participation grade per violation. Please speak to the instructors prior to the beginning of class if you experience an emergency that requires you to leave the room to take a phone call.
- Please do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor.

- To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class as long as it does not interfere with your ability to work and/or participate in class and as long as it does not interfere with or your classmates' ability to work and participate in class. You will be expected to clean-up after yourself and dispose of all trash before leaving the classroom.

Policy related to make-up work

We expect you to attend and to be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. If you must miss an exam because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify us immediately to set-up alternative arrangements *prior* to the exam date. If a student is not in class for an exam due to an illness or medical emergency, they will be required to provide a statement from their healthcare provider documenting the illness or medical emergency. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Reporting illnesses and family emergencies

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify us immediately to set-up alternative arrangements.

Course Evaluation/Grading

Information on current UF grading policies for assigning grade points can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Procedures: Students will be graded based on a grading scale as detailed below.

Exams: There will be three non-cumulative exams that will be comprised of a variety of multiple choice questions and short answer questions. Class attendance will be rewarded via the inclusion of in-class information in each exam. This information will not be covered in the textbook.

“Future Interaction Paper”: Students will be required to write a paper that will examine the interaction between Clinical Psychology and their own planned profession. If a student has no specific planned profession, or cannot see any interaction between their planned profession and Clinical Psychology, then the student will be asked to write a future interaction paper based on the perspective of a health professional in one of the listed fields:

Physical Therapy
Occupational Therapy
Speech, Language, Hearing
Nursing
Medicine
Social Work

Each paper will assume that people the student will interact with in their future professional careers (e.g. patients, other staff, etc) may be someone who should be referred to a Clinical Psychologist. Each paper will include the types of presenting symptoms of these persons that would lead to your deciding to make a professional referral. The student's paper will include the types of assessment techniques and/or instruments that they would expect a clinical psychologist to utilize with that type of patient(s) based on discussions in class **AND** on your individual research of the topic. In addition, the student will include

the types of treatment techniques they would expect the Clinical Psychologist to use based on class discussion **AND on your individual research of the topic**. Each paper should include some discussion of the likely outcome based on empirical research of the diagnosis, assessment and treatments chosen. Papers are expected to have a **minimum of 10** references from **peer-reviewed (refereed) journals**. (See Examples on last page) These references should be cited in the text of the paper and listed on a separate reference page. An outline is offered below:

Presenting Issue: What symptoms are present? Intensity and frequency of symptoms? How was it interfering with their life?

Assessment: What types of assessments would you expect to be administered? (i.e. interview, paper and pencil test(s)? Which ones? Expected results of the assessment?

Diagnosis: Given their presenting symptoms, intensity and frequency of the symptoms, degree of interference with their life, what diagnosis is most appropriate?

Treatment: What course of treatment(s) would probably be used? Medications? Evidence that this type of treatment works with this type of diagnosis?

Prognosis and Future Recommendations: What is the likelihood that this person will “succeed” post-treatment?

Papers should minimally be 3 pages (not including references), double spaced, with Times New Roman, 12 point font. Please turn in 1 paper copy of your paper in class and one electronic copy via Sakai. Additional details regarding the content and formatting guidelines of the paper will be provided in class. Late papers will be penalized one letter grade on the first day late, and will continue to drop one letter grade for each subsequent day on which they are not turned in.

SCHEDULE

Requirement	Due date	% of final grade
Exam #1	September 23rd, 2013	20.00%
Exam #2	October 21st 2013	20.00%
Exam #3	December 2nd, 2013	20.00%
Paper	November 18 th , 2013	20.00%
Class participation	ongoing	20.00%

Class Participation: There will be 5 class participation assignments throughout the course. They will not be announced prior to the start of class. They will occur after the mid-class break (approximately 90 minutes after the start of the class). Students who are present for the in-class assignment and turn it in with their name will receive full credit. The assignment topics and activities will vary. There will be no make-up of these assignments allowed whether the absence is excused or not. Students who are not present for the activity and experience a drop in their grade will have access to the Extra Credit assignments for “make-up” points.

Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu/results/>.

Extra Credit

You can attend up to three *instructor-selected* case-conferences relating to class material. Each case conference will last one hour and will be held on Fridays at 11:40a.m. A schedule of the topics corresponding to each case conference will be provided via Sakai. In order to receive full credit for this assignment you need to have documented attendance to the case conference via a sign-in sheet circulated at the conference **AND** write a brief summary *and* reaction paper (1 page typed, 12 pt. font, Times New Roman). The total extra-credit you could potentially earn will be worth up to 3.00% of your overall class grade, or 1% for each reaction paper and case conference-attendance. To receive credit, reactions papers (printed copies only) need to be submitted to the instructors the class period immediately following the case conference you attended.

Grading Scale:

Percentage earned in class	93.00%-100.00%	90.00%-92.99%	87.00%-89.99%	83.00%-86.99%	80.00%-82.99%	77.00%-79.99%	73.00%-76.99%	70.00%-72.99%	67.00%-69.99%	63.00%-66.99%	60.00%-62.99%	Below 60.99%
Letter Grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Final Grades:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00	0.00	0.00	0.00	0.00

Academic Support

If you feel that you need additional academic support in this class please contact us immediately. Please do not wait until it is too late to ask for assistance (i.e., day before the exam). Come and discuss issues with us during office hours or per appointment.

Standards of Academic honesty

It is expected that you will abide by the University of Florida’s honesty policy.

Academic Integrity – Students are expected to act in accordance with the University of Florida policy on academic integrity, please carefully review the Student Conduct Code, the Student Handbook, or this website for more details: www.dso.ufl.edu/judicial/procedures/academicguide.php.

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

*We, the members of the University of Florida community,
pledge to hold ourselves and our peers to the
highest standards of honesty and integrity by abiding by the Honor Code.
<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>*

Statement Related to Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, University Police Department (392-1111) or 9-1-1 for emergencies. Visit the University Counseling Services web site for more information: <http://www.counsel.ufl.edu/cwc/Default.aspx>.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789.

BUT – Do not wait until you reach a crisis to talk with a crisis counselor. They have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Tentative Calendar of Topics and Readings

Week:	Topic:	Required Assignments Due:	Instructor
Aug. 26	Syllabus Overview Introduction to Clinical Psychology	Syllabus Kring Ch. 1 Hunsley Ch. 1	Dr. Ashkanazi, Danielle, Sam
Sept. 2	NO CLASS- Labor Day		--
Sept. 9	Psychological Assessment	Hunsley Ch. 5-9	Danielle
Sept. 16	Psychological Treatment	Hunsley Ch. 11-14	Sam
Sept. 23	Research Methods ** EXAM 1 **	Kring Ch. 4	Guest=Callie Beck Dunn & Dr. Ashkanazi
Sept. 30	Psychopharmacology Stress and Health	Taking Sides PDFs (2) Kring Ch. 7	Dr. Ashkanazi & Sam
Oct. 7	Mood Disorders Guests: Psychosomatic Dissociative Disorders	Kring Ch. 8	Guest Speakers: Dr. Rozensky & Jason Gravano
Oct. 14	Anxiety Disorders	Kring Ch. 5	Guest Speaker: Chris Sege, M.S.& Kristen Sanderson Springer, M.S.
Oct. 21	Sexual Disorders ** EXAM 2 **	Kring Ch. 13	Guest Speaker: Bridget Armstrong, M.S. & Dr. Ashkanazi
Oct. 28	Personality Disorders Guest: Psychopathy ** PAPER TOPICS DUE AT BEGINNING OF CLASS **	Kring Ch. 12	Guest Speaker: Josh Behl & Danielle
Nov. 4	Childhood Disorders Child/Pediatric Psychology	Kring Ch. 14	Guest Speaker: Dr. Radonovich Guest: Bridget Armstrong, Julia Carmody
Nov. 11	NO CLASS- Veteran's Day		--
Nov. 18	Subspecialties in clinical psychology: Geropsychology Health Psychology ** PAPERS DUE AT BEGINNING OF CLASS **	TBA	Alicia Roth, M.S. & Karlyn Vathauer, M.S.& Laura Telepak, MS
Nov. 25	Subspecialties in clinical psychology: Neuropsychology/Brain Injury/Forensic Psychology Psychologists in Multi-Disciplinary teams	Hunsley Ch. 15	Guest Speakers: Dr. Tom Kerkhoff and Dr. Jason Demery
Dec. 2	** EXAM 3 **	--	Dr. Ashkanazi, Sam and Danielle

Disclaimer: The scheduled dates are intended to serve as an indication of the sequence of classroom topics. Some units may take more or less time to cover – the schedule is subject to change. It is your responsibility to remain abreast of any changes.

Examples of Peer-Reviewed (Refereed) Journals:

American Psychologist
Behavioral Neuroscience
Consulting Psychology Journal: Practice and Research
Crisis: The Journal of Crisis Intervention and Suicide Prevention
Developmental Psychology
Experimental and Clinical Psychopharmacology
Families, Systems and Health
Health Psychology
International Journal of Stress Management
Journal of Abnormal Psychology
Journal of Applied Psychology
Journal of Consulting and Clinical Psychology
Journal of Counseling Psychology
Journal of Educational psychology
Journal of Experimental Psychology: Applied
Journal of Family Psychology
Journal of Personality and Social Psychology
Journal of Rural Mental Health
Law and Human behavior
Military Psychology
Neuropsychology
Personality Disorders: Theory, Research and Practice
Psychological Assessment
Psychological Bulletin
Psychology and Aging
Psychology of Violence
Psychotherapy
Rehabilitation Psychology
Social Psychology
Training and Education in Psychology