

Washington & Lee University
Introduction to Clinical Psychology (PSYC 210)
Course Syllabus Fall 2019

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 Office Hours: MW 9:30-11am or by advance appointment
 Class Meetings: MWF 11am – 12pm, Payne Hall Room 201

It is a thorny undertaking, and more so than it seems, to follow a movement so wandering as that of our mind, to penetrate the opaque depths of its innermost folds, to pick out and immobilize the innumerable flutterings that agitate it.

Michel Eyquem de Montaigne (1533-1592)
 Essays, II (1580), 6

INTRODUCTION

Welcome! We have an exciting semester ahead of us as we explore the depths of the human mind and the “flutterings that agitate it”. I will ask you all to be active learners in this class – to go beyond rote memorization of terms, symptoms, and theories. Our class meetings will consist of a combination of discussions, activities, lectures, films, and writing exercises, all of which will encourage and require you to think *critically* about how we conceptualize, assess, and address psychopathology.

It will be essential for you to complete reading assignments BEFORE class, because the activities of each class meeting will revolve around them. You will be bored, lost, and potentially embarrassed if you aren’t prepared.

LEARNING OBJECTIVES

The field of clinical psychology is an integration of research with intervention. Through application of the scientific method, clinical psychologists seek to understand the etiology and course of psychopathology, develop empirically-based prevention and intervention methods, and evaluate the efficacy of these methods. The primary learning objectives for this course focus on these processes. Students will:

- **Explain** and **illustrate** key theoretical models of psychopathology
- **Summarize** and **critique** research methods used to investigate psychopathology and psychological interventions
- **Describe** risk factors (e.g., social experiences, biological makeup, environmental characteristics) and protective factors affecting trajectories of psychopathology
- **Conceptualize** the multiple facets and entire range of mental health, from languishing to flourishing
- **Explain** the clinical presentation, assessment, and diagnosis of psychological disorders as they are defined in the Diagnostic and Statistical Manual (5th Edition)
- **Discuss** and **critically evaluate** ethical, legal, and sociopolitical processes that affect how psychopathology is conceptualized and addressed

Another important goal for this course is to contemplate questions that are more subjective in nature. We will use group discussions, writing projects, and classroom activities as ways to explore questions such as:

- How do we define psychopathology? How *should* we define psychopathology?
- What are the strengths and drawbacks of current methods of research, classification, and treatment of mental illness?
- What are our personal, cultural, and social biases regarding individuals coping with a mental illness?
- What does it feel like to experience a mental illness or support someone who is coping with psychological stresses?

SOURCE MATERIALS

Kring, A., & Johnson, S. (2018). *Abnormal psychology: The Science and Treatment of Psychological Disorders* (14th edition). New Jersey: John Wiley & Sons.
ISBN: 978-1-119-36228-9

Note: E-book and rental options are available. The print version is produced in a binder format, so you will need to purchase a 1.5- or 2-inch binder to store it.

Journal articles (see schedule below)

Jamison, K. R. (1997). *An unquiet mind*. New York: Alfred A. Knopf.
ISBN: 0679763309

Wilensky, A. (1999). *Passing for normal: A memoir of compulsion*. New York: Broadway Books.
ISBN: 076790186X

There are three films that students need to watch in preparation for class. To access them at home, go to <https://wlu.kanopy.com/> and search for the film title. Please take notes on the films as you watch them so you will be prepared to write about them and/or discuss them in class.

GRADED ACTIVITIES

CLASS PARTICIPATION 5%

Your class participation grade will be generated on the basis of your engagement and involvement in each class meeting. Writing Portfolio entries (see below) will give you good material to draw from in class discussions. This is a process-oriented course, so attendance is necessary and unexcused absences will negatively impact your grade.

WRITING PORTFOLIO 15%

The writing portfolio (WP) is a tool for enhancing your cognitive engagement with course information and ideas. At several points during the semester (indicated by **WP** on the schedule below) you will prepare a typed WP entry to bring to class. Some WP entries are free-form responses (e.g., points for discussion about the reading, well-elaborated and thoughtful questions about it). In other cases, a specific prompt or structure will be provided for the WP entry (e.g., Empirical Article Outline; see syllabus page 7). Although WP entries should average about one typed page in length, it is most important that they reflect a thoughtful consideration and analysis of the relevant issues (see evaluation criteria below).

Please be prepared to discuss WP entries in class and then turn them in. Only partial credit will be awarded to entries that are submitted after the relevant class period for any reason.

The WP will serve four functions. It will:

- Help you to read materials with a more critical eye and process content more actively
- Provide me with a frequent measure of your engagement with the material
- Provide a ready supply of intriguing discussion topics within each class meeting
- Provide a summary of your intellectual and creative development from the beginning to the end of the course

Your writing portfolio will be evaluated as a **complete body of work** at the end of the term based on the degree to which it reflects:

- Mastery and application of concepts
- Clarity and sophistication of critical analysis
- Integration and synthesis of ideas
- Thoughtfulness, creativity, and originality
- Effective writing style

THEMES ESSAY 20%

This is a formal essay and your final synthesis of material from this class. It is essentially a secondary final exam. Details about this assignment are provided on page 8 of the syllabus.

EXAMS 60%

Three non-cumulative exams will include objective items and essay questions.

LATE ASSIGNMENT POLICY

Assignments are due on the designated date at 11:00 am. Assignments received after this point will receive a 10-point deduction. An additional 10-point deduction will go into effect at 10:10am on each subsequent day. An assignment will not be accepted more than one week past its deadline.

EXTRA CREDIT

You may earn up to four points of extra credit to be added to your final exam score by participating in a Psychology Department study and/or attending and writing a WP-type response to a Questioning Intimacy lecture. One point of extra credit will be awarded for every 30-minute unit of research participation time. No extra credit can be earned if you have received monetary compensation for your participation. Please turn in a copy of the consent form in order to verify your voluntary research participation. Alternative methods of earning extra credit may be proposed to me, but please wait for my approval before you engage in the extra credit project.

DISABILITY ACCOMMODATIONS

Every student has a unique set of strengths and abilities and I welcome conversations about how I can best accommodate your learning needs. I am committed to ensuring that every student has equal access to this course. Students with disabilities of any kind who need accommodations for equal access have a right to those accommodations. I encourage you to contact Lauren Kozak, Title IX Coordinator and Director of Disability Resources to discuss your needs and the accommodation process. Please visit the website for more information: <https://www.wlu.edu/disability-accommodations/undergraduate-accommodations>

A NOTE ABOUT THIS COURSE

In this course we will be discussing a wide range of behaviors and psychological symptoms. You should not be alarmed if you begin to recognize some of these symptoms in yourself or someone you know – this often happens when students first learn about illness (it is sometimes called *Medical Student Syndrome*). However, if you are experiencing symptoms that are causing you distress or getting in the way of your life, it may be helpful to make an appointment at the University Counseling Center (<http://www.wlu.edu/x37761.xml>). It is located on the first floor of the Early-Fielding University Center in room 129, and it is open from 8:30 to 5 when undergraduate classes are in session. If you are interested in making an appointment, call (540) 458-8590 or send an email to counseling@wlu.edu. Urgent walk-in times are available at 11:00 am Monday through Friday when undergraduate classes are in session. There will also be a counselor on-call after hours in the event of an emergency. If you need to get in touch with the counselor on-call, please contact Student Health after hours at x8401. Students can also contact the Rockbridge Area Community Services Board at 463-3141, call 911, or go to the emergency room at Stonewall Jackson Hospital in the event of an emergency.

SEMESTER SCHEDULE (subject to adjustment as needed)

CLASS MEETING	Class meeting	TOPIC	CLASS PREPARATION
Fri Sept 6		Introduction & Concepts	
Mon Sept 9	WP: What do you see as the three most pressing scientific, policy, and/or intervention issues regarding mental illness and/or mental health in the United States today?	Introduction & Concepts	Watch <i>Grey Gardens</i> https://wlu.kanopy.com/ KJ Chapter 1
Wed Sept 11		Paradigms	KJ Chapter 2
Fri Sept 13		Diagnosis & Assessment	KJ Chapter 3
Mon Sept 16	WP: What does the story of 81 Words contribute to your understanding of the conceptualization and classification of psychopathology?	Diagnosis & Assessment	Listen to 81 Words: http://www.thisamericanlife.org/radio-archives/episode/204/81-words
Wed Sept 18	Class rescheduled to 1:30 – 2:30 pm		
Wed Sept 18 1:30-2:30 pm Hillel House 101	Meeting of CBSC majors with Derald Wing Sue Professor of Psychology and Education, Columbia University		Sue, D.W. et al. (2007). Racial microaggressions in everyday life: Implications for clinical practice. <i>American Psychologist</i> , 62 (4), 271-286. Sue, D.W. et al. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. <i>American Psychologist</i> , 74 (1), 128-142.
Wed Sept 18 4-5:30pm Stackhouse Theater	Derald Wing Sue Public Lecture: <i>Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation</i>		
Fri Sept 20	WP: Derald Wing Sue / Microaggressions	Mood Disorders	KJ Chapter 5 (up to p. 152)
Mon Sept 23		Mood Disorders Suicide	KJ Chapter 5 (pp. 152-160)
Wed Sept 25	WP: Anderson	Suicide	Anderson, S. (July 6, 2008). The urge to end it all. <i>New York Times Magazine</i> . http://www.nytimes.com/2008/07/06/magazine/06suicide-t.html? r=0

Fri Sept 27		Research Methods	Review KJ Chapter 4
Mon Sept 30 Commons 214	WP: Develop a thoughtful, concise essay question regarding <i>An Unquiet Mind</i> , and answer it.	Mood Disorders <i>An Unquiet Mind</i> discussion Exam Review	<i>An Unquiet Mind</i>
Wed Oct 2	Exam #1		
Fri Oct 4		Positive Psychology	Seligman, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i> , 55(1), 5-14. Fredrickson, B. L. (2003). The value of positive emotions. <i>American Scientist</i> , 91, 330-335.
Mon Oct 7		Positive Psychology Dual Continuum Model	
Wed Oct 9		Anxiety Disorders	KJ Chapter 6
Fri Oct 11	READING DAYS		
Mon Oct 14	WP: Olatunji et al. (Empirical Article Outline)	Anxiety Disorders	Olatunji, B., Moretz, M., & Zlomke, K. (2010). Linking cognitive avoidance and GAD symptoms: The mediating role of fear of emotion. <i>Behaviour Research and Therapy</i> , 48, 435-441.
Wed Oct 16		Anxiety Disorders	
Fri Oct 18	WP: Moses & Barlow	Intervention Moses & Barlow discussion	Moses, E. & Barlow, D. (2006). A new unified treatment approach for emotional disorders based on emotion science. <i>Current Directions in Psychological Science</i> , 15, 146-150.
Mon Oct 21		Obsessive-Compulsive-Related and Trauma-Related Disorders	KJ Chapter 7 Watch <i>Unstuck</i> https://wlu.kanopy.com/
Wed Oct 23 IQ Center	WP: Prompt TBD	Obsessive-Compulsive-Related and Trauma-Related Disorders <i>PfN</i> discussion	<i>Passing for Normal</i>
Fri Oct 25		Schizophrenia	KJ Chapter 9
Mon Oct 28	WP: Lysaker (Empirical Article Outline)	Schizophrenia Lysaker discussion ENC Clubhouse introduction	Lysaker, P., Ringer, J., Maxwell, C., McGuire, A., & Lecomte, T. (2010). Personal narratives and recovery from schizophrenia. <i>Schizophrenia Research</i> , 121, 271-276.
Wed Oct 30 IQ Center		Eagle's Nest Visitors	

Fri Nov 1	WP: Eagle's Nest Visit	Schizophrenia Expressed Emotion Exam Review	Hooley, J. (2004). Do psychiatric patients do better if they live with certain kinds of families? <i>Current Directions in Psychological Science</i> , 13(5), 202-205.
Mon Nov 4	Exam #2		
Wed Nov 6		Legal and Ethical Issues	KJ Chapter 16
Fri Nov 8		Legal and Ethical Issues Ethics Debate team assignments	Kaminsky, A., Roberts, L., & Brody, J. (2003). Influences upon willingness to participate in schizophrenia research: An analysis of narrative data from 63 people with schizophrenia. <i>Ethics & Behavior</i> , 13(3), 279-302. Wong, P., & Hui (2005). I can put the medicine in his soup, doctor! <i>Journal of Medical Ethics</i> , 31(5), 262-265.
Mon Nov 11	WP: Explain two points of defense for your side of the Wong & Hui debate, drawing upon clinical and legal principles discussed in class.	Ethics Debate	
Wed Nov 13		Eating Disorders	KJ Chapter 11
Fri Nov 15	WP: Find and critique media examples of the phenomena described in <i>Slim Hopes</i>	Eating Disorders	Watch <i>Slim Hopes: Advertising and the Obsession with Thinness</i> https://wlu.kanopy.com/
Mon Nov 18 9 am – 12 pm	Western State Hospital Visit		
Wed Nov 20	WP: WSH visit	Personality Disorders	KJ Chapter 15
Fri Nov 22	No class meeting		
Nov 25 - 29	Thanksgiving Break		
Mon Dec 2	Themes Essay Due	Themes Essay discussion	
Wed Dec 4		Personality Disorders	Psychopathy assessment: http://www.npr.org/2011/05/27/136723357/creator-of-psychoopathy-test-worries-about-its-use
Fri Dec 6	WP: Critically analyze the field of clinical psychology. What inspires you about it? What troubles you about it? How do you expect to use what you have learned in this class? Writing Portfolio due	WP discussion Exam Review	

WP Prompt: Empirical Article Outlines

The following framework should be used for your outlines of the *Olatunji, Moretz, & Zlomke (2010)* and *Lysaker, Ringer, Maxwell, McGuire, & Lecomte (2010)* articles this term. You may summarize the information using bullet points, as indicated below. Type this outline in preparation for the relevant class meeting, bring it to class, and then include it in your portfolio.

1) General purpose and empirical context

- ◆ Rationale/importance
- ◆ Conceptual foundations (define primary constructs/ideas)
- ◆ Theoretical framework
- ◆ Empirical foundations (key studies leading up to this one)

2) Hypotheses

3) Variables

- ◆ Clearly label the independent/predictor variable(s) and dependent/outcome variable(s)
- ◆ Olatunji et al.: Identify the mediator variable

4) Participants

- ◆ Unique characteristics / Inclusion criteria
- ◆ Age, gender, SES, race/ethnicity, place of residence, education, occupation, etc.

5) Methods and procedures

- ◆ How was each variable measured?
 - Measure names are not as important as descriptions of the type of measure (e.g., self-report, physiological measure, interview, behavioral observation, computer task)
 - Include information such as the #items, response format, coding scheme
 - Include information about the validity/reliability of measures
- ◆ Recruitment & assessment procedures

6) Findings / Support for hypotheses

- ◆ Type of statistical analyses used to test hypotheses
- ◆ Focus on *central* results/findings, specifically those pertaining to hypotheses
- ◆ Remember to describe the direction and/or nature of results (higher levels of variable X were associated with lower levels of variable Y)

7) Evaluate one strength and one weakness of the methodology of the study

- ◆ Use terms and concepts from the **Review of Research Design** handout (e.g., threats to internal validity & external validity)

Themes Essay

Due **via email** at no later than 11am on Monday, December 2nd

Identify and explain *three* major themes that have cut across the material we have discussed in Introduction to Clinical Psychology. In a final conclusions section of this essay, discuss *two* primary take-home message(s) with which you will leave this course.

- Themes = objective and evidence-based observations that are supported by facts and information contained in class readings and/or discussions
- Take-home messages = subjective statements reflecting personal perspectives or opinions (they do not need to be connected to the themes)

Grading criteria:

Creativity: Themes and take-home messages reflect a thoughtful approach, originality, and insight.

Organization: Themes are clearly stated and defended in a logical progression of ideas.

Explanation: Themes are fully developed through description and evidence.

Synthesis / Integration: Themes are supported with information taken from multiple class topics. Effective connections are made within and between ideas.

Conclusions: Take-home messages reflect careful consideration. They are clearly stated and explained.

Polish: Essay has been edited and proofread into a polished and professional final product that makes excellent use of the word limit and does not exceed it.

Format:

- 900 - 1000 words
- double-spaced
- 12-point font
- APA formatting and referencing not required
- **Submit your paper via email with the following filename format, using your 4-digit code for this class: ####themes**