

**PSCH 333 - Laboratory in Clinical Psychology**  
SPRING, 2016

Tuesday and Thursday, 10:00 – 11:50AM  
Behavioral Sciences Building (BSB) 2019  
Call Number: 34614, 34615

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<b>PROFESSOR:</b>	Jon D. Kassel, Ph.D.
<b>OFFICE:</b>	BSB 1046C
<b>OFFICE HOURS:</b>	Tuesday and Wednesday, 12:00 – 1:00
<b>EMAIL:</b>	<a href="mailto:jkassel@uic.edu">jkassel@uic.edu</a>

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<b>TEACHING ASSISTANT:</b>	Michael Palmeri, Tuesday, 3:00 – 5:00; <a href="mailto:mpalme26@uic.edu">mpalme26@uic.edu</a> ; BSB 3033
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**COURSE DESCRIPTION:**

The field of clinical psychology is broad and diverse, encompassing a multitude of potential jobs and activities. Most people probably think of a clinical psychologist as someone who conducts therapy. And whereas this is true in many instances, clinical psychologists also partake in many other activities, including clinical assessment and evaluation, consultation, teaching, and research. Broadly speaking, the field of clinical psychology addresses abnormal behavior that typically results in adverse consequences. Moreover, the field is interested in how psychopathology develops and how we can help individuals to overcome it. The primary objective of this course is to expose you to the research side of the field of clinical psychology; to understand how research shapes and guides prevention and intervention efforts; to see how laboratory and field experiments can help us better understand some of the processes underlying abnormal behavior; and to gain a better understanding of the various approaches to research employed by clinical scientists.

Thus, the assignments, projects, readings, lectures, and discussion topics are all aimed at deepening your understanding of the research process, and how this process can inform our understanding of human nature and behavior, particularly when it goes awry. By the end of the semester you will have learned how to conduct your own studies within the realm of clinical psychology. In addition, you will be better equipped to critically evaluate the work of other researchers. Class time will be devoted to (a) demonstrations, (b) discussions, (c) lectures, (d) planning projects, (e) writing a grant proposal, (f) watching empirically supported psychological treatment, and (g) brief **Microsoft PowerPoint** presentations by students.

**COURSE OBJECTIVES:**

Students will be able to:

- Learn about empirically-supported treatments in clinical psychology
- Understand the link between clinical research and psychological treatment
- Learn about state-of-the-art, “third wave” behavioral treatments
- Search for, locate, and critically read empirical research articles
- Perform and understand basic experiments in clinical psychology (measurement/survey design, understand self-change processes, test a hypothesis based on previous literature)
- Learn about randomized clinical trials and efficacy vs. effectiveness issues
- Write APA-style empirical research reports
- Give a Power-Point presentation on your research for your papers

**COURSE WEBSITE:**

The Blackboard course website found at <http://blackboard.uic.edu/> contains important course information, documents, and will be used for electronic submission of assignments. Any required readings will be posted on Blackboard to read before the assigned lab session.

**PREREQUISITES:**

Students should already have credit for PSCH 100 (Introduction to Psychology), PSCH 242 (Introduction to Research in Psychology), and PSCH 343 (Statistical Methods in Psychological Science). In addition, you should have credit for or be concurrently enrolled in PSCH 270 (Abnormal Psychology) or PSCH 210 (Theories of Personality). If you do not have prerequisites, you will be dropped from the course.

**DEADLINES:**

The deadline to add or drop a course without a W and last day to complete late registration is the end of the 2nd week (Friday, January 22, 2016). The deadline to withdraw from the course is the end of the 10th week (Friday, March 18, 2016).

**STRONGLY RECOMMENDED TEXTBOOKS:**

Beins, B. C., & Beins, A. M. (2012). *Effective writing in psychology: Papers, posters, and presentations* (2nd ed.). Malden, MA: Wiley-Blackwell. ISBN: 978-0-470-67244-0

*Note:* This textbook can be very useful in helping you with the writing of your projects and papers. It can also serve as a reference in the future for other writing projects and creating presentations.

- The first chapter is freely downloadable (click on “Read Excerpt 2”) at:

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470672447.html>

- There are cheaper e-book versions in various formats available at:

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-111824222X.html>

- The book may also be purchased, new or used, or rented at Amazon.com (which appears to be the cheapest option).

American Psychological Association (2010). *Publication manual of the American Psychological Association* (2nd printing of 6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

*Note:* While this text is not required, it is strongly recommended as an essential reference for any writing in psychology that you may do in the future (e.g., as a research assistant, in graduate school, etc.). If you don’t already own this book and will need it in the future, then you may as well buy it now.

Other occasional readings will be posted on Blackboard.

**REQUIREMENTS:**

**Research Participation:** By enrolling in the course, you are agreeing to participate in research conducted by other members of the class, as well as research demonstrations conducted by the instructor and TA. Research participation, in other words, is a part of the normal educational practices in this class.

**Lectures and Readings:** This is a lab course. There will be fewer traditional lectures than you may be accustomed to; that is, less time will be devoted to the simple presentation of material by your instructor. There will be a few assigned readings. The assigned readings that we do have will

primarily come from articles posted to the course Blackboard site. You will also have to do some supplementary readings to design and write up your three major papers (see below). In addition, we will watch several videos demonstrating the use of empirically-supported treatments for clients diagnosed with psychological disorders (e.g., obsessive compulsive disorder).

**Class Participation:** To a greater extent than most other classes, this course requires you to be an *active participant*. Therefore, regular attendance is critical. You will also lose participation points if you are observed surfing the internet or reading email during class, using your cell phone, or if you engage in other blatantly non-course-related activity. Note that if this sort of behavior occurs repeatedly, you will be asked to leave the class. In addition, given the number of studies and demonstrations we will run in class, it is also *crucial that you show up for class on time*.

#### **ASSIGNMENTS:**

**Miscellaneous Assignments:** Over the course of the semester, there will be several small assignments that will be related to planning and executing your projects. These assignments will range from plagiarism tutorial (link below), writing reaction papers to the therapy videos you watch in the class, completing topic/worksheet approvals for projects, participation in research projects of other students, and exercises dealing with library research and statistics.

<http://publichealth.uic.edu/current-students/sph-academic-integrity-tutorial>

**Self-Help Group Observational Paper:** In order to gain a better sense of what psychology application looks like in the real world, you will each attend a self-help group of your own choosing (e.g., Alcoholics Anonymous, Narcotics Anonymous, Suicide Support Group, Depression Support Group, etc.). Your task will then be twofold: First, you will write a 8-10 page paper (in APA style; this is important!) that both briefly describes the disorder being treated and provides a description of the group participants, facilitator (when applicable), and group process. Each of you will then give a 10 minute presentation on your paper and experience.

**Research Grant Project:** The project will be designed by you and completed individually. Your project will be a research grant proposal, using the format for grant applications employed by the National Institutes of Health (NIH). You may choose to pursue (a) something you were curious about based on your other projects, (b) an extension of published research, or (c) an idea of your own creation (keep in mind that your idea must be rooted in some existing clinical psychological theory and/or research method). You will give a 10 minute Power-Point presentation on your research findings. In addition, you will be expected to independently write a final APA-style paper (8-10 pages) describing the study. More details will be forthcoming later in the class.

**Case Study Final Project:** This paper will also be completed individually. You will have your choice from among several clinical case studies that we will provide you. Your primary goals for this project include: summarizing the case study; providing a summary of your recommended treatment approach; discussion of the rationale for choosing the treatment you did, and why you ruled out other treatment options; presentation of a treatment plan for this particular patient; describe your treatment goals, and incorporate comments and feedback you received on the draft of your paper. You will NOT give a presentation for this project. As always, syntax, grammar, organization, readability, and adherence to APA style will also be evaluated. Your paper should be 8-10 pages long.

## GRADING/EVALUATION:

- 10% Attendance and Participation
- 15% Self-Help Group Write-Up (5% Draft, 10% Final)
- 15% Self-Help Group Presentation
- 15% Final Project Presentation (5% Draft, 10% Final)
- 20% Final Project Write-up (5% Draft, 15% Final)
- 20% Case Study Write-UP (5% Draft, 15% Final)
- 5% Misc. Assignments

GRADING/EVALUATION		
Requirement	Percentage	Number of Points
Attendance and Participation	10%	30 points
Self-Help Group Study Write-Up	Draft = 5%	15 points
	<u>Final = 10%</u>	<u>30 points</u>
	15%	45 points
Self-Help Group Presentation	15%	45 points
Grant Proposal Paper	Draft = 5%,	15 points
	<u>Final = 15%</u>	<u>45 points</u>
	20%	60 points
Grant Proposal Presentation	15%	45 points
Case Study Final Project	Draft = 5%	15 points
	<u>Final = 15%</u>	<u>45 points</u>
	20%	60 points
Misc. Assignments	5%	Plagiarism Tutorial (5 points)
		Therapy reaction papers (2 points each; 10 total points)
		15 points

A total of 300 points are possible for all course assignments. Your total points earned will then be divided by 300 to determine your final course grades. Grades will be based upon the following commonly used scale:

### GRADES:

**A = 90 – 100%**

**B = 80 – 89%**

**C = 70 – 79%**

**D = 60 – 69%**

**F = Below 60%**

**Note that you will be graded according to the grading criteria listed above. Please do not ask to be bumped up to the next highest grade at the end of the semester** (e.g., ask for a C in the course when you have a 68.7% in the course). We will not do this. The number one factor that puts students in this situation is missed classes. We have a drop policy because we understand that sometimes students must miss class. However, if you are the type of student who frequently misses classes for any reason (e.g., work, family responsibilities, etc.), we strongly recommend that you drop this course early on.

With this said, **if you have any problems or concerns throughout the class, please come see us during our office hours, before it is too late at the end of the semester.** The TA and I are happy to work with you during the semester to help facilitate your understanding of the course material. Please use office hours whenever possible, but we are willing to make appointments if your schedule makes it impossible to make our office hours.

**It will be your responsibility to keep track of your scores in Blackboard.** If you notice that a score has been incorrectly entered into Blackboard, you must show the original paper with the correct grade to your TA by the last week of classes. After that point, any errors will stand in your final grade calculation.

### **LATE ASSIGNMENTS**

Assignments are due at 11:59PM on the date specified. If the assignment is turned in within 24 hours after the due date, you will receive a maximum of 50% credit. Assignments turned in more than 24 hours late will receive **NO CREDIT**.

In recent semesters, the extent of students turning in late papers has really become problematic. Granting extensions for some students, while the majority turns their papers in on time, is simply not fair to the instructors and to the other students. As such, **NO EXCEPTIONS WILL BE MADE FOR LATE PAPERS.** Here are just a few of the reasons given to us in the past few semesters that will no longer work:

“I’m having a very difficult semester.”

“I’ve been very ill.”

“My [plug in family member] is very ill.”

“My computer wasn’t working.”

“I’ve been depressed.”

And the list goes on and on. We understand that life can get difficult at times. Indeed, we’ll talk a lot about this issue in class. And we are compassionate people. But all of that being said, you must plan on getting your work in on time to receive credit. That’s the way it works in the “real world” and the way it must work in this class.

### **ATTENDANCE POLICY:**

**If you miss class it is your responsibility to get the notes, handouts, homework assignments, and/or other announcements from one of your fellow classmates.** It is the student’s responsibility to attend all class sessions **on time**, out of respect to your classmates, your instructor, and yourself. **To be clear about this, if you are late to class on a regular basis, this will detrimentally affect your grade.** Your performance in the course will also be maximized through your regular attendance. If you absolutely must miss a class session, please notify the instructor and TAs as early as possible beforehand. Also of note, the videotapes we watch in class are **NOT AVAILABLE** on the internet or youtube. So, if you miss a class when the tape is shown, you are pretty much out of luck. Don’t miss these classes!

### **APPROPRIATE CLASSROOM BEHAVIOR:**

When you are in class, I ask that you be courteous to me as well as your fellow students. **Please do not have conversations with or write notes to fellow students during lecture. In addition, please do not listen to your MP3 player, send text messages via your cell phones, or engage in**

**similar distracting behaviors during lecture.** The use of laptops or tablets for course-related purposes is perfectly fine, **but please refrain from non-course-related activities during class.** Again, it is really annoying to the instructor and students when someone is constantly typing on their laptop. You may feel like you are an anonymous student in a class and that the instructor doesn't notice. Instructors do notice these things, and it is truly distracting, and ultimately disrupts the class (especially in a class this small). If I ask that you stop doing some behavior and you persist, I may ask you to leave class. In extreme cases, I will ask you not to come back, and you will have to forfeit any points you receive for attending classes. So please be respectful to the instructor and your fellow students; it will make for a more valuable and fun, learning experience. Finally, during discussion, please respect others and their opinions, and refrain from discriminatory or hateful speech.

### **ACADEMIC HONESTY AND PLAGIARISM:**

Because this is a course that emphasizes writing, you will be required to turn in several papers during the course of the semester. All work should be your own. You are allowed, and even encouraged, to seek feedback from others, but all the writing you submit should be your own. Plagiarism is representing the words or ideas of others as your own, without crediting the source, and thus also includes copying or paraphrasing from your classmates or papers on the Internet. Please understand that plagiarism in any form will not be tolerated. Plagiarism will be explained in class and papers will be submitted electronically via SafeAssign to automatically screen for potentially plagiarized material and ensure academic honesty. **If it is determined that any work you turned in was plagiarized from other sources, you will fail the course; no exceptions will be made in such instances.** With this said, not only will you receive information on what plagiarism is, but you will also learn how to avoid plagiarism. Moreover, you are encouraged to see your TA in advance of a due date to discuss how to cite someone else's ideas.

Familiarize yourself with violations of academic honesty and the student disciplinary policy at <http://www.uic.edu/depts/dos/studentconduct.html>. Some FAQ's about crediting others and avoiding plagiarism are available at [http://tiger.uic.edu/~edelberg/crediting\\_others/index.htm](http://tiger.uic.edu/~edelberg/crediting_others/index.htm).

### **ACADEMIC INTEGRITY GUIDELINES:**

*From the UIC Undergraduate Catalog (<http://www.uic.edu/ucatalog/GR.shtml>):*

As an academic community, the University of Illinois at Chicago is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students, and as defined herein, shall be handled pursuant to the Student Disciplinary Policy.

Academic dishonesty includes, but is not limited to:

- Cheating
- Fabrication
- Facilitating Academic Dishonesty/Plagiarism
- Bribes, Favors, Threats
- Examination by Proxy
- Grade Tampering
- Nonoriginal Works

**APA STYLE:**

Papers in psychology must be written in APA (American Psychological Association) format. You should use APA style and citation format in your writings for this course. The Beins and Beins (2012) textbook covers many of the basics of APA style, though the most complete resource is the Publication Manual of the APA. An excellent, concise, and free online reference documenting APA style can be found at Purdue's Online Writing Lab (OWL):

<http://owl.english.purdue.edu/owl/section/2/10/>

**WRITING CENTER:**

Tutors at the writing center can help you organize and edit your writing. All students are welcome and encouraged to make an appointment to improve their writing. Optimum use is to visit the Center while preparing your draft and to make several visits. More information can be found at

<http://www.uic.edu/depts/engl/writing/about/>

**COPYRIGHT STATEMENT:**

Some of the materials in this course may be copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

**DISABILITY SERVICES:**

Students **with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS)**. Please contact ODS at (312) 413-2103 (voice) or (312) 413-0123 (TTY). If you require accommodations due to a documented disability, please bring a letter from the DRC documenting the necessary accommodations as soon as possible, preferably by the end of the second week (Friday, January 25).

**RELIGIOUS HOLIDAYS:**

I have tried to assure that no major assignment or due dates fall on religious holidays.

*Campus Policy States:* The faculty of the University of Illinois at Chicago shall make every effort to avoid scheduling requiring that student projects be turned in or completed on religious holidays.

Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester (January 20) of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

**INCOMPLETE GRADES:**

**University policy on incomplete grades is very strict and this policy will be strictly followed.** I will grant an incomplete grade only under the most extreme circumstances. Do not request an incomplete unless the following conditions apply (taken from the undergraduate catalogue):

Course work is incomplete when a student fails to submit all required assignments or is absent from the final examination; incomplete course work will normally result in a failing

grade. The IN (incomplete) grade may be assigned in lieu of a grade only when all the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work due to unusual circumstances that are beyond personal control and are acceptable to the instructor; (c) the student presents these reasons prior to the time that the final grade roster is due. The instructor must submit an Incomplete report with the final grade roster for the IN to be recorded. This report is a contract for the student to complete the course work with that instructor or one designated by the department executive officer in the way described and by the time indicated on the report. In resolving the IN, the student may not register for the course a second time, but must follow the procedures detailed on the report. An IN must be removed by the end of the student's first semester or summer session in residence subsequent to the occurrence, or, if not in residence, no later than one calendar year after the occurrence. When the student submits the work, the instructor will grade it and change the IN to the appropriate grade. If an undergraduate fails to meet the stated conditions, the instructor will assign an E for the final grade.

### Course Schedule

Week #	Date	Topic
1	1/12	Course intro Introduce and Discuss Self-Help Group Observational Project Introduce and assign Plagiarism tutorial View an example of an empirically supported psychotherapy (1): <i>Cognitive Therapy for Panic Disorder</i>
1	1/14	Finish viewing <i>Cognitive Therapy</i> videotape (if necessary) (PP) What is Clinical Psychology? Careers Options Introduction to research methods in Clinical Psychology Break-out groups to create experimental design
2	1/19	<b>Plagiarism Tutorial Certificates due in class</b> (PP) The Cognitive Model PANAS administration (PP) IAPS Discussion
2	1/21	<b>Reaction paper to Cognitive Therapy for Panic Disorder due today</b> (PP) APA Writing Review (MP) (PP) Discussion of experimental psychopathology – methods and techniques Discuss/Review Self-Help Group Observational Project
3	1/26	(PP) Motivational Interviewing (MP) (PP) Behavior Therapy
3	1/28	<b>Self-Help Group Project Draft write-up due today</b> View an example of an empirically supported psychotherapy (2): <i>Behavior Therapy for Obsessive-Compulsive Disorder</i>
4	2/2	(PP) Discussion of Anxiety Disorders (PP) Introduction to Ecological Momentary Assessment (EMA)

4	2/4	<b>Reaction paper to Behavior Therapy for OCD due today</b> (PP) Common Writing Mistakes In-class Stroop task
5	2/9	(PP) Epidemiology
5	2/11	<b>Final copy of Self-Help Group Projects due today</b> <i>Self-Help Group Project Presentations (Round 1)</i> – 7 presentations
6	2/16	<i>Self-Help Group Project Presentations (Round 2)</i> – 7 presentations
6	2/18	<i>Self-Help Group Project Presentations (Round 3)</i> – 6 presentations
7	2/23	View an example of an empirically supported psychotherapy (3): <i>Rational Emotive Therapy with Albert Ellis</i> Discuss videotape and differences with cognitive therapy
7	2/25	<b>Introduce Grant Paper</b> (PP) Real or fake grants? (PP) Grant writing
8	3/1	Stats Review (MP) Group exercise: Share and discuss your grants with each other
8	3/3	<b>Reaction paper to Rational Emotive Therapy due today</b> Administer STAI and BDI questionnaires Sharing exercise Multiculturalism (impression formation) Watch example of treatment with Asian clients
9	3/8	<b>Research Grant Paper Draft Due Today</b> View an example of an empirically supported psychotherapy (4): <i>Acceptance and Commitment Therapy with Steve Hayes</i>
9	3/10	(PP) ACT Review Watch discussion section of <i>Acceptance and Commitment Therapy</i> tape (if necessary) Mindfulness Exercise Mindfulness metaphors
10	3/15	Moon landing group exercise (PP) Alcohol and AA Treatment
10	3/17	<b>Reaction paper to Acceptance and Commitment Therapy due today</b> Current issues in Clinical Psychology: Advances in Technology View <i>Web Therapy</i> episode
	3/22	No Class, Spring Break
	3/24	No Class, Spring Break

11	3/29	View an example of an empirically supported psychotherapy (5): <i>Process Experiential Therapy with Leslie Greenberg</i> (PP) McCrady paper overview (PP) Behavioral pharmacology (PP) Mood Disorders
11	3/31	<b>Final Research Grant Paper Due today</b> <b>Introduce case study project</b> (PP) Current Issues in Clinical Psychology Breakout groups for discussion of prescription privileges for clinical psychologists View Gloria sessions, time permitting
12	4/5	<b>Reaction paper to Process Experiential Therapy due today</b> <i>Research Grant presentations (Round 1) – 7 presentations</i>
12	4/7	<i>Research Grant presentations (Round 2) – 7 presentations</i>
13	4/12	<i>Research Grant presentations – (Round 3) – 6 presentations</i>
13	4/14	(PP) Continue discussion of Current Issues in Clinical Psychology Breakout groups for discussion of manualized treatments View Allen Frances video (youtube) regarding ever-expansion of diagnoses in DSM-5
14	4/19	<b>Case Study Draft Due</b> Game Theory Prisoner's Dilemma
14	4/21	(PP) What is Addiction? (PP) Nicotine as a research model
15	4/26	(PP) Existential Psychotherapy
15	4/28	Review of the semester <b>Case Study Final Paper due</b>