



Psychology 5180 Advanced Theories and Practice
Spring, 2017 Syllabus
Catherine Deering, Ph.D., ABPP

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Office Hours: Tuesdays 12:30-2:30 PM; Wednesdays 1:30-3:30 PM (online); Thursdays 12:30-2:30 PM and by appointment

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Course Description: This course is a continuation of PSYC 5170 Theories & Practice. It is designed to continue to introduce students to research and application of therapeutic techniques of individual psychotherapy using a variety of models, including behavioral, cognitive, manualized, and integrative approaches to particular mental health disorders. Students will also be introduced to psychopharmacology.

Prerequisites: PSYC 5170 with a minimum grade of C; PSYC 5350 with a minimum grade of C; Acceptance into the M.S. program in Clinical Psychology.

Class Times: Tues/Thurs. 11:15 AM-12:30 PM T222.

Textbooks:

Wedding, D. & Corsini, R.J. (2014). *Current psychotherapies*. 10th Ed., Belmont, CA: Brooks/Cole.

Preston, J.D., O'Neal, J.H., and Talaga, M.C. (2013). *Handbook of clinical psychopharmacology for therapists*. 7th Ed. Oakland, CA: New Harbinger Publications.

Learning Outcomes: The following are the mission statement and the 5 learning outcomes for the M.S. Program in Clinical Psychology.

The Mission of the Masters program in Clinical Psychology is to prepare students to be competent, ethical practitioners of psychological services in the community. Students will develop skills in psychological assessment, and in a variety of therapeutic modalities, including individual, family, couples, and group therapy. Students will be able to apply knowledge from various theoretical frameworks (e.g., cognitive, behavioral, psychodynamic, humanistic) to intervene effectively with a wide variety of psychological problems. The program emphasizes learning to consider the uniqueness of each individual and the influence of culture and ethnicity when providing services to people from diverse backgrounds. Students will be expected to develop self-awareness, empathy, and compassion for the people struggling with mental health problems. This program will prepare graduates to work in a broad range of mental health settings. The program will also prepare students who wish to pursue doctoral training in clinical or counseling psychology. Graduates of this program will be able to:

- use critical thinking skills to assess mental health and implement effective interventions using a variety of therapeutic modalities and theoretical approaches (e.g., cognitive, behavioral, psychodynamic, humanistic).
- understand and apply ethical standards to the provision of psychological services in the community.
- demonstrate knowledge and skills to intervene effectively with individuals from varying cultural backgrounds.
- interpret and apply research methods and statistical techniques to advance the study and practice of clinical psychology.
- use interpersonal and written communication effectively and professionally.

Course Requirements:

1. Midterm Exam (25% of grade)
2. Final Exam (25% of grade)
3. Class Presentation (25% of grade)
4. Mini Reaction Papers (15% of grade)
5. Class Participation (10% of grade)

Exams: There will be a midterm exam and a cumulative final exam in this course. The exams will be essay format. The material will cover the readings, as well as components of the class discussions and presentations.

Class Presentation: Each student will work in a small group to present a class presentation on a specific evidence based treatment approach other than general cognitive-behavioral therapy (e.g., Acceptance and Commitment Therapy (ACT), Dialectic Behavior Therapy (DBT), Motivational Interviewing (MI), Behavioral Activation for Depression, Mindfulness Meditation). You will present the theory and components of the treatment and apply it to a case that you have worked with in your clinical practicum. If you did not actually use this specific treatment for the case, you will describe how you would have used the treatment to target specific issues and/or symptoms with the client. Each student will also create and present a brief (10-15 minute) video clip demonstrating the use of the treatment approach with the clinical case, with the student acting as the therapist and another clinical psychology graduate student playing the role of the client. Students will be required to create and pose discussion questions and/or in-class demonstrations to engage the class. **ABSENCE FROM CLASS ON THE DATE OF THE STUDENT'S ASSIGNED PRESENTATION WILL RESULT IN A ZERO FOR THE ASSIGNMENT.**

Mini Reaction Papers: There will be three mini reaction papers on challenging therapeutic dilemmas encountered in clinical practice. Each paper will be 3-4 typed pages in length.

Class Participation: In a graduate course, you are expected to be an active participant in every class discussion. The quality of the discussion is dependent on each student reading all assigned materials and coming to class ready to comment on what you have read. Of course, if you are absent you cannot participate. Students will be allowed one unexcused absence in this course. After that, each absence will result in a letter grade deduction in the class participation grade (e.g., one absence= 90% maximum grade; two absences= 80% maximum grade, etc.). Lateness or leaving early are disruptive to the class and detract from participation. Each instance of lateness or leaving early will result in a 5 point deduction from the class participation grade. In addition, students will be evaluated on the quality of their participation. This part of the grade is more subjective, and based on my analysis of how substantive your comments are and whether or not your comments reflect thorough understanding and analysis of the readings. Opinions are important and welcomed, but they are not sufficient to earn a strong grade in class participation. Evaluation, application, and critical thinking about the readings are the most important indicators of high quality class participation. Class attendance rates set the limits on the maximum class participation grades. After those grades are determined, additional points will be deducted based on the quality of your class participation. In order to be excused from class, you must contact me before class and provide written documentation that is evidence of a compelling emergency.

Course Policies: Students must abide by policies in the Clayton State University Student Handbook. <http://www.clayton.edu/Portals/46/docs/student-handbook.pdf>

USE OF LAPTOP COMPUTERS DURING THIS CLASS (EVEN TO TAKE NOTES) IS NOT ALLOWED unless the student has documentation from the Disability Services Office indicating the need.

USE OF CELL PHONES AND TEXTING DURING CLASS IS NOT ALLOWED. Please turn your phone to vibrate.

Disruption of the Learning Environment: CSU policies for disruptive student behavior may be found at <http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf>

Computer Skill Prerequisites: Students must be able to use all aspects of Desire 2 Learn, the Windows™ operating system; and send and receive e-mail using Outlook™ .

Laptop Computer Access: Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. See <http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy> Students will not be using laptop computers in the classroom for this course.

Mid-term Progress Report: The mid-term grade in this course reflects approximately 25% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar. The last day to withdraw without academic accountability is March 3, 2017.

Cheating: Students are expected to abide by the policies in the CSU college catalog. Students are to do their own work unless an assignment is clearly designated as a group and/or collaborative activity. Cheating on a test or assignment will result in a grade of zero for the assignment, which may result in a failing grade for the course. Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved and NO CELL PHONES ARE TO BE USED DURING TESTS: this will be considered cheating will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures: <http://adminsivices.clayton.edu/judicial/>

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Edgewater Hall 225, (678) 466-5445, disabilityservices@mail.clayton.edu.