

PY370 Introduction to Clinical Psychology

University of Guam

Fanuchanan (Fall) 2024

Instructor:	Iain K. B. Twaddle, Ph.D.	Class Time:	T/Th	12:30 pm – 1:50 pm
Office:	HSS 219E / HSS 202	Class Location:	HSS 203	
Phone:	735-2882	Office Hours:	Tuesdays	2:00 pm – 4:00 pm
E-mail:	psychology@triton.uog.edu		Wednesdays	12:30 pm – 2:30 pm
			Thursdays	2:00 pm – 4:00 pm

Catalog Course Description

This course offers an examination of the methods and profession of clinical psychology, including history, theories, types of psychological problems, methods of assessment, forms of intervention, current development. *Prerequisite: PY101.*

Course Content

This course provides an intensive overview of the history, theories, methods, and professional issues associated with the field of clinical psychology. Emphasis will be placed on learning the traditional paradigms that have guided clinical psychology practice throughout the past century (e.g., psychoanalysis, psychodynamic psychotherapy, humanistic psychotherapy, existential psychotherapy, behavior therapy, cognitive therapy, child therapy, family systems therapy, biopsychosocial interventions), as well as a number of alternative clinical practice models that have gained popularity in recent years (e.g., multicultural counseling, feminist therapy, community psychology). In addition to the course text, we will study books by theorists who have had a significant impact on the practice of clinical psychology—the founder of psychoanalysis Sigmund Freud, existential therapist Victor Frankl, cognitive therapist Albert Ellis, and one of the pioneers of child play therapy Virginia Axline—as well as several films. Together, these materials will allow for in-depth study of several theoretical perspectives and approaches to applied clinical practice. In our analysis, we will consider the social, political, cultural, and historical contexts in which these theories are embedded. In particular, we will examine the cultural context of Guam and Micronesia and the suitability of Western approaches to psychological assessment and treatment in the Micronesian region.

Class Sessions

Classes will be interactive and will include lectures, discussion, films, and clinical exercises. I encourage active participation in each of these activities.

Required Readings

Course Text:

- Todd, J., & Bohart, A. C. (2006). *Foundations of clinical and counseling psychology* (4th ed.). Waveland Press.

Primary Source Readings:

- Freud, Sigmund. (1997). *Dora: An analysis of a case of hysteria*. Touchstone.
- Frankl, Viktor E. (2006). *Man's search for meaning*. Beacon Press.
- Ellis, Albert, & Lange, Arthur. (2017). *How to keep people from pushing your buttons*. Citadel Press.
- Axline, Virginia M. (1986). *Dibs in search of self*. Ballantine Books.

Journal Articles:

- Gammelgaard, J. (2017). Why Dora left: Freud and the master discourse. *Studies in Gender and Sexuality*, 18(3), 201-211.
- Jennings, J. L. (2022). Freud's case of Dora: Wellspring of discovery and discourse. *Open Journal of Social Sciences*, 10, 290-314.

Evaluation Methods

Final grades will be based on attendance, class participation, four clinical theory quizzes, and four film quizzes. Grades will be calculated as follows:

- 20% – Attendance
- 20% – Class Participation
- 40% – Clinical Theory Quizzes (4 x 10%)
- 20% – Film Quizzes (4 x 5%)

Numerical scores will be converted to letter grades based on the following percentages:

- A+ 98-100%
- A 93-97%
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 70-76%
- D 60-69%
- F <60%

Attendance (20%): As attendance is worth 20% of the final grade, I encourage students to attend each class. You will receive credit each time you are present in class and will be marked absent each time you miss class. However, you are permitted to miss two classes for illness and other emergencies without losing points.

Class Participation (20%): I encourage students to read the assigned readings and come to class prepared to contribute regularly to class discussions. You will receive participation credit each time you are present in class and participate in class activities.

Clinical Theory Quizzes (40%): There will be a total of four clinical theory quizzes—one for each of the primary models of psychotherapy studied in the course: (1) psychoanalysis, (2) humanistic and existential therapies, (3) behavioral and cognitive therapies, and (4) child and family therapies. The quizzes will be based on the relevant chapters from the course text, the primary source readings (i.e., Freud, Frankl, Ellis, and Axline), the assigned journal articles, films shown in class, and the class lectures and activities. Each quiz is worth 10 points for a total of 40 points (4 quizzes x 10 points = 40 points).

Film Quizzes (20%): Over the course of the semester, we will watch four feature-length clinical intervention films, each highlighting a different approach to psychotherapy or mental health treatment. A quiz will be given for each film. Each quiz is worth 5 points for a total of 20 points (4 quizzes x 5 points = 20 points).

Overview of Student Learning Outcomes (SLOs)

PY370 Student Learning Outcomes (SLOs)

Upon successful completion of this course, students will be able to:

- 1) Discuss the historical roots of the profession of clinical psychology and the professional issues that emerged from this background.
- 2) Recognize the social, political, cultural, and historical contexts in which clinical psychology theories are embedded.
- 3) Explain the assessment process and describe the major techniques and tests clinical psychologists use to conduct psychological evaluations.
- 4) Discuss the major theories used by clinical psychologists to understand abnormal behavior.
- 5) Compare, contrast, and critique the various clinical theories and intervention strategies for working with adults, children, and families.

- 6) Identify and describe new clinical practice models and recent trends in psychological services for both the Micronesian region and the international context.
- 7) Critically examine the suitability of Western approaches to psychological assessment and treatment for Guam and the Micronesian region.

Psychology Program Student Learning Outcomes (PLOs)

The student learning objectives for the Psychology Program are articulated with those of the American Psychological Association. Graduating students will demonstrate that they have:

- 1) Developed a broad and deep knowledge base in Psychology.
- 2) Acquired and can appropriately apply knowledge of psychological research skills.
- 3) Acquired and can appropriately apply critical thinking skills in Psychology.
- 4) Developed competence in making appropriate applications of Psychology.
- 5) Acquired and can appropriately apply the values of Psychology.
- 6) Developed competence in information and technology literacy.
- 7) Developed competence in communication skills.
- 8) Acquired and can appropriately apply sociocultural and international awareness.
- 9) Acquired effective personal development skills.
- 10) Acquired knowledge and competence in career planning and development.

Institutional Student Learning Outcomes (ISLOs)

The expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:

- 1) Mastery of critical thinking and problem solving.
- 2) Mastery of quantitative analysis.
- 3) Effective oral and written communication.
- 4) Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.
- 5) Responsible use of knowledge, natural resources, and technology.
- 6) An appreciation of the arts and sciences.
- 7) An interest in personal development and lifelong learning.

SLO Alignment Matrix

Alignment of PY370 Course Assignments with
 PY370 Course Student Learning Outcomes (SLOs),
 Psychology Program Student Learning Outcomes (PLOs),
 and Institutional Student Learning Outcomes (ISLOs)

PY370 Course Assignments	PY370 Course Student Learning Outcomes (SLOs)	Psychology Program Student Learning Outcomes (PLOs)	Institutional Student Learning Outcomes (ISLOs)
1. Attendance	1, 2, 3, 4, 5, 6, 7	1, 3, 4, 5, 7, 8, 9, 10	1, 3, 4, 5, 6, 7
2. Class participation	1, 2, 3, 4, 5, 6, 7	1, 3, 4, 5, 7, 8, 9, 10	1, 3, 4, 5, 6, 7
4. Clinical theory quizzes	1, 2, 4, 5, 6, 7	1, 3, 4, 5, 7, 8, 9, 10	1, 3, 4, 5, 6, 7
4. Film quizzes	1, 2, 4, 5, 6, 7	1, 3, 4, 5, 7, 8, 9, 10	1, 3, 4, 5, 6, 7

University of Guam Policies

Technical Assistance

For technical support, please contact the Center for Online Learning by phone at 671-735-2620 or by email at moodlehelp@triton.uog.edu. You can also contact the Office of Information Technology by phone at 671-735-2640/30 or by email at oit@triton.uog.edu or helpdesk@triton.uog.edu.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University (OIT policy manual, 3.10, p. 36).

Student Evaluations of Faculty

In the final week of classes, the Administrative Assistant or a teaching assistant from the Division of Social and Behavioral Sciences will meet with students during class time to provide instruction on the completion of the student evaluations of faculty. The course instructor will not be present during this part of the class.

UOG Writing Center

If you need assistance with writing for this course, please contact UOG's Writing Center. The University of Guam's Division of English and Applied Linguistics (DEAL) Writing Center is a tutorial resource run by students for students and is funded by course fees from those enrolled in composition classes. The main goal of the Writing Center is to help students become better writers. The Writing Center is located on the second floor of the English & Communications Building in room EC204. Students may either walk-in or email writingcenter@triton.uog.edu to schedule an appointment with one of the Writing Center tutors.

ADA Accommodation Services

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2505/2460.

EEO/ADA & Title IX Office

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

Certification of Original Work

All work submitted for course credit must be the student's original work. Students are not permitted to submit work that has been written or submitted by anyone else. Any section of an assignment or paper which has been submitted previously must be attributed and cited as such. Students should identify the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings.

Plagiarism Policy

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course the penalties for plagiarism may include: (1) no credit for the assignment, or (2) failure in the course.

Tobacco-Free/Smoke-Free Policy

UOG is a tobacco-free/smoke-free campus. Thank you for not using tobacco products on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.

PY370 Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Aug 15	Course Overview	<i>Professional Psychology in Context</i> (Ch.1)
Aug 20	Psychoanalysis	<u>Film</u> – <i>Sigmund Freud</i>
Aug 22	– continued	<i>Sigmund Freud and Psychoanalysis</i> (Ch.6)
Aug 27	– continued	<i>Why Dora Left</i> (Gammelgaard) / <i>Freud's Case of Dora</i> (Jennings)
Aug 29	– continued	<i>Dora</i> (Freud, pp. 1-55)
Sept 03	– continued	<i>Dora</i> (Freud, pp. 56-124)
Sept 05	– continued	Clinical Theory Quiz #1
Sept 10	– continued	Clinical Intervention Film 1 / Film Quiz #1
Sept 12	– continued	– continued
Sept 17	Humanistic & Existential Therapies	<i>Client- and Person-Centered Therapies</i> (Ch.8) / <u>Film</u> – <i>Carl Rogers</i>
Sept 19	– continued	<i>Experiential and Existential Psychotherapies</i> (Ch.9) / <u>Film</u> – <i>Frederick Perls</i>
Sept 24	– continued	<i>Man's Search for Meaning</i> (Frankl, pp. 3-93)
Sept 26	– continued	<i>Man's Search for Meaning</i> (Frankl, pp. 97-165)
Oct 01	– continued	Film – <i>Victor Frankl</i>
Oct 03	– continued	Clinical Theory Quiz #2
Oct 7-11	Fall Break – No classes	—
Oct 15	– continued	Clinical Intervention Film 2 / Film Quiz #2
Oct 17	– continued	– continued
Oct 22	Behavioral & Cognitive Therapies	<i>Behavioral Approaches to Therapy</i> (Ch.10)
Oct 24	– continued	<i>Cognitive and Cognitive-Behavioral</i> (Ch.11) / <u>Film</u> – <i>Albert Ellis</i>
Oct 29	– continued	<i>How to Keep People From Pushing Your Buttons</i> (Ellis, pp. 3-83)
Oct 31	– continued	<i>How to Keep People From Pushing Your Buttons</i> (Ellis, pp. 85-195)
Nov 05	– continued	Clinical Theory Quiz #3
Nov 07	– continued	Clinical Intervention Film 3 / Film Quiz #3
Nov 12	– continued	– continued
Nov 14	Child Therapy	<i>Marr, Fam, & Child Therapy</i> (Ch.13; pp. 329-334) / <u>Film</u> – <i>Play Therapy</i>
Nov 19	– continued	<i>Dibs in Search of Self</i> (Axline, pp. 13-116)
Nov 21	– continued	<i>Dibs in Search of Self</i> (Axline, pp. 117-220)
Nov 26	– continued	Clinical Theory Quiz #4
Nov 28	Thanksgiving Day – No classes	—
Dec 03	Family Therapy	<i>Marriage, Family, and Child Therapy</i> (Ch.13; pp. 335-364)
Dec 05	– continued	Clinical Intervention Film 4 / Film Quiz #4
Final Exams Week		
Dec 10 (Tuesday) 12:00-1:50 pm		Clinical Intervention Film 4 and Film Quiz #4 continued