

**UN3623.002 Topics in Clinical Psychology**  
**Columbia University**  
**Spring 2021**

**Class time and location:** Wed. 12:10-2pm, Hybrid (652 Schermerhorn)

**Instructor:** Hannah Hoch, Ph.D., BCBA-D, [hhoch@barnard.edu](mailto:hhoch@barnard.edu)

**Course Assistant:** Bryan Uceda-Alvarez, [bau2104@columbia.edu](mailto:bau2104@columbia.edu)

**Office hours:** Wed. 2 – 3 pm

\* Although my formal office hours will be held at the time noted above, my schedule is flexible, and I am happy to meet at a different time. Please make an appointment to see me if you have questions, or just want to chat. I love working with students and would be delighted to meet with you.

\*\* Email is the most efficient contact method. *Please include your **full name** in all emails.*

**Course Overview:**

This course offers a survey of the historical roots and conceptual models in clinical psychology, comparing assessment techniques and therapeutic approaches for their utility, efficacy, and soundness. This course will provide you with a broad overview of the endeavors of clinical psychology, as well as discussion of its current social context, goals, and limitations. We will explore the specific principles underlying the psychotherapeutic process, including factors such as the therapy relationship, motivation to change, and other events that facilitate improvement, stagnation or harm in therapy.

**Student Learning Outcomes:**

Upon completion of this course, students will have:

- (1) evaluated divergent perspectives in the field of clinical psychology;
- (2) gained an understanding of various factors contributing to the success of the psychotherapeutic process;
- (3) learned about the relationship between science and practice in the treatment of psychological disorders; and
- (4) demonstrated knowledge of evidence-based intervention techniques in the practice of clinical psychology

**Prerequisites:**

- PSYC 1001 – Introduction to Psychology
- Course in Abnormal Psychology preferred but not required

**Required Textbook:**

Pomerantz, A. M. (2017). *Clinical psychology: Science, practice, and culture*. Sage Publications.

*\* Additional readings are listed at the end of the syllabus and posted on Canvas.*

*Please monitor Canvas for the most updated list of readings.*

**CLASS REQUIREMENTS**

**Attendance:**

Please do your best to attend class and arrive on time. If you are attending remotely, my preference is for you to appear on video, but that is **not** mandatory. One unexcused absence is

allowed during the semester. Additional *unexcused* absences may be penalized by a reduction of your participation grade. There will be **no** penalty for **excused** absences. ***If you know you will miss at least 2 classes, please contact me ASAP.***

**Participation:**

This class will be taught in a seminar format. In any seminar class, student participation is essential for creating an enriched learning environment. Students are expected to be active listeners, and to be courteous and respectful of classmates during class discussions. Given the content of this course sensitive topics will be discussed. It is expected that students be mindful of others' experiences, and careful in their language (e.g., use person-first language) and comments (e.g., be analytic rather than critical).

Although the class is being taught as a hybrid, whether you are attending in person or remotely, it is expected that you will actively participate in class discussions on a regular basis, to the best of your ability. Given the constraints of remote learning, as well as unpredictable conditions caused by the pandemic, I understand that participation on a given day (or series of days) may be difficult. If you anticipate having or come to encounter regular difficulties (e.g., internet challenges), please contact me as soon as possible, so that we can discuss potential solutions.

**Reading Assignments:**

All students are expected to read the assigned articles and textbook chapter prior to class. Assigned readings will be posted on the ***Canvas Calendar/Syllabus***. Please use **that** as your guide for the assigned articles each week. Each student should come to class prepared to discuss the readings.

**Discussion Questions:**

For each set of readings, you must submit at least 1 post (comment/question) to the Discussion Board on Canvas. Postings for the week's readings are due no later than **Mon. at 9 am EST** the week of the class meeting. Postings submitted after the deadline will result in point deductions. Keep in mind that the discussion leaders need your postings for their presentations, so out of respect for your classmates I ask you to please be on time with your submissions. *Note: Discussion leaders do NOT need to post the week of their class presentation.*

Your discussion posts should reflect thoughtful analysis and consideration of the research and theories presented in the readings, and should not be overly vague (e.g., "What is the best treatment to address depression?"), nor limited to details of the article (e.g., "Why didn't the authors try a different intervention when the first one was unsuccessful?"). A good discussion post should be analytic, insightful, and critical. It should stimulate further discussion. You might reflect on a connection between the current reading and a previous one, or an experience you've had. You may also post a link to a relevant article, blog post, or video, along with a comment about its relevance. An example of a strong discussion post is as follows:

*The DSM continues to grow every time a new edition is released. The current edition stands at just under 1000 pages and contains countless disorders with many that overlap one another. It may seem as though the DSM carries a strict set of standards and*

*guidelines that direct the way clinicians diagnose, however there is a lot of room for interpretation, because many disorders have symptoms that overlap with one another. I've had friends say they've seen multiple clinicians, and each clinician made a different diagnosis based off of the same symptoms. This lack of inter-rater agreement prevents effective treatment, and must continue to be addressed. Would a dimensional approach to classification and diagnosis improve the reliability of diagnosis? If instead of looking at number and duration of symptoms diagnosis focused on presence vs. absence and intensity of symptoms, would more people who truly need treatment be diagnosed properly and receive the appropriate services?*

Discussion posts are each worth 5 points (11 weeks = 55 points total). Point totals will be converted to percentages, and will then be factored into your final grade (for example, 64 out of 66 points will be converted to a total score of 97%). In total your discussion posts will count for 20% of your final course grade.

### **Discussion Leadership:**

One or two students will serve as discussion leaders each week. The leaders will be required to present a **brief** summary and critique of the assigned readings in front of the class, and lead the discussion. The discussion should focus on helping your classmates gain insight into the experiences of the clinical psychologist and patient, and difficulties encountered in treatment. When relevant, discussion leaders should plan to take class members through experiential exercises (e.g., role-playing, personality inventories, etc.).

Presenters are expected to meet with me one week prior to the presentation to review supplemental readings and organization of the discussion. Each presentation must be accompanied by a Google Slides presentation of the class discussion, which should be shared with me as early as possible and **no later than 4 pm EST Monday before the class presentation**. Presentations turned in late will result in point deductions. Discussion leadership will be scored out of 100 points (45 points for preparation, 45 points for in class leadership, and 10 points for meeting deadlines), and is worth 25% of your final course grade.

### **Memoir & Reaction Paper:**

Students are required to read a memoir written by a clinical psychologist (or clinical psychotherapist), participate in a group 'Book Club' discussion about the memoir, and write a brief reaction paper (no more than 3 pages) about the memoir and book club experience. The purpose of this assignment is to give students an "insider's view" of the practical experiences of a clinical psychologist (e.g., the complexities of therapy, the everyday and long-term challenges). Memoir selections are due on Jan. 27<sup>th</sup> (week 3). Sign-ups will be done via a Google Doc (posted under Collaborations on Canvas). We will break up into groups to discuss the memoirs on "Book Club" day, Feb. 10<sup>th</sup> (week 5). The paper is due the week following book club, on Feb. 17<sup>th</sup> (week 6). Guidelines for the paper will be posted on Canvas (under Assignments). Participation in book club is worth 10 points, and the paper is worth 90 points. Completion of this assignment is worth 25% of your final grade.

**Research Review Paper:**

Students will prepare a research review paper focused on a particular topic in Clinical Psychology. The paper will provide a review of contemporary empirical research that informs our current knowledge of the chosen subject area, and will take the format of a literature review article. You will also deliver a brief summary of your research in the form of a 3-minute TED Talk presentation, during one of the final 2 class meetings.

Papers must be written in accordance with APA 6 style guidelines. A minimum of 8 scholarly works (peer-reviewed journal articles) must be cited. The paper should be 10-15 pages in length (not including title page, abstract, references). Specific writing guidelines will be posted on Canvas. The following are benchmarks and due dates:

- Step 1: Topic proposal – worth 5 points, due Feb. 24<sup>th</sup>
- Step 2: Outline of paper – worth 10 points, due **March 17<sup>th</sup>**.
- Step 3: Paper Presentation – worth 10 points, presented on **April 7<sup>th</sup> or 14<sup>th</sup>**
- Step 4: Final paper – worth 75 points, due the last class, **April 14<sup>th</sup>**

In total this project will be worth 100 points and will count for 35% of your final course grade.

**General Guidelines for Writing Assignments:**

Writing assignments are due in class on the assigned dates. Point deductions for late papers will be calculated as follows: -5 for papers turned in 1-2 days late; -10 for papers turned in 3-6 days late; Papers turned in more than one week past the due date will not be graded (your score will be reduced to 0). To maximize points for written assignments:

- Turn the paper in on time.
- Write in a clear, organized manner. Avoid grammatical and spelling errors.
- Include introductory and concluding paragraphs.
- Include all required elements in the paper.
- Keep to the standard page and formatting requirements (i.e., double spaced, 12 font, regular page margins).
- Follow APA style (use *Publication Manual of the APA: Sixth Edition* as your guide).

**Course grade:** In general, a grade of “C” indicates adequate mastery of the material and merely competent written and oral presentation; a “B” shows additional effort, with full understanding of the research and concepts, clear and well-produced written work and regular class participation; and an “A” is reserved for those students producing superior work, which includes a full comprehension of materials accompanied by thoughtful, well-written papers that go beyond the assignment and exceptional class participation

Final grades will be computed as follows:

- 20% Discussion board questions
- 25% Discussion leadership & presentation
- 20% Memoir Reaction Paper
- 35% Research Review Paper

The following grading scale is used: A+: 98-100; A: 94-97.9; A-: 90-93.9; B+: 86-89.9; B: 82-85.9; B-: 79-81.9; C+: 76-78.9; C: 72-75.9; C-: 66-71.9; D: 60-65.9; F: 59.9 and below. Once your final grade has been assigned there will be no changes made except in the case of clerical error. Incompletes will not be given to students who are not passing the course (except in extenuating circumstances, with the approval of your advisor and class dean).

## GENERAL INFORMATION

### **Remote Learning:**

This class is being offered in a hybrid/HyFlex format. All of us may at some point experience novel, unexpected challenges. Despite these variables, my goal is to have this course be just as rewarding as one set within a traditional classroom. Given the nature of the HyFlex format of the course, changes to class requirements may be made along the way. Any such changes will be announced on Canvas and in class. The University has provided information on strategies that can help you become a successful online student: <https://online.columbia.edu/students/> I encourage you to peruse this information, and please reach out at any time with any questions or concerns.

### **Honor Code:**

The instructor values The Columbia University Honor Code for the integrity it fosters. All assignments in this class are to be completed in accordance with the Columbia College Honor Code, as specified in the [Columbia University Guide to Academic Integrity](#). Barnard College students commit themselves to the Honor Code upon registering for a Columbia course.

### **Academic Accommodations:**

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please contact the Columbia Office of Disability Services (DS). If you are a student with a documented disability and require academic accommodations in this course, you must register with Disability Services for assistance. If you are already registered with DS, please contact me to discuss your accommodations for this course.

**CLASS SCHEDULE:**

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENTS DUE</b>
Week 1: 1/13	Class Introduction	N/A
Week 2: 1/20	Introduction to Clinical Psychology	
Week 3: 1/27	Ethics of Assessment, Treatment & Research	<i>Memoir Selection</i>
Week 4: 2/03	Clinical Diagnosis & Judgment	
Week 5: 2/10	BOOK CLUB	
Week 6: 2/17	Clinical Assessment & Interviewing	<i>Memoir Reaction Paper</i>
Week 7: 2/24	Psychodynamic Approach	<i>Final Paper Topic Proposal</i>
Week 8: 3/03	<b><i>SPRING BREAK</i></b>	<i>N/A</i>
Week 9: 3/10	CBT & DBT	
Week 10: 3/17	Group, Couples & Family Therapy	<i>Final Paper Outline Due</i>
Week 11: 3/24	Pediatric & Clinical Child Therapy	
Week 12: 3/31	Alternative Therapies	
Week 13: 4/07	Paper Presentations	
Week 14: 4/14	Paper Presentations	<i>Final Paper Due</i>

**Readings****Week 1: Course Introduction***N/A – no readings***Week 2: Introduction to Clinical Psychology: History & Theories**

Pomerantz textbook: Chap. 2 – Evolution of Clinical Psychology

Kazdin, A. E., & Rabbitt, S. M. (2013). [Novel models for delivering mental health services and reducing the burdens of mental illness](#). *Clinical Psychological Science*, 1(2), 170-191.Walsh, R. (2011). [Lifestyle and mental health](#). *American Psychologist*, 66(7), 579-592.

*Supplemental reading:*

Rosenhan, D. L. (1973). [On being sane in insane places](#). *Science*, 179, 250-258.

Spitzer, R.L. (1975). [On pseudoscience in science, logic in remission, and psychiatric diagnosis: a critique of Rosenhan's "On being sane in insane places"](#). *Journal of Abnormal Psychology*, 84, 442-452.

*Responses to Rosenhan:* Fleischman, P. R., Israel, J. V., Burr, W. A., Hoaken, P. C. S., Thaler, O. F., Zucker, H. D., & Pinsker, H. (1973). [Psychiatric diagnosis](#). *Science*, 180(4084), 356-369.

**Week 3: Ethics of Assessment, Treatment & Research**

Pomerantz textbook, Chap. 5 – Ethical Issues in Clinical Psychology

Chenneville, T., & Schwartz-Mette, R. (2020). [Ethical considerations for psychologists in the time of COVID-19](#). *American Psychologist*, 75, 644–654

Schank, J. A., & Skovholt, T. M. (1997). [Dual-relationship dilemmas of rural and small-community psychologists](#). *Professional Psychology: Research and Practice*, 28, 44-49.

*Supplemental sources:*

American Psychological Association. (2002). *Ethical principles of psychologists and code of conduct*. Retrieved from <http://www.apa.org/ethics/code2002.html>

Bhola, P., Sinha, A., Sonkar, S., & Raguram, A. (2015). [Ethical dilemmas experienced by clinical psychology trainee therapists](#). *Indian Journal of Medical Ethics*, 12(4), 206-212.

**Week 4: Clinical Diagnosis & Judgment**

Pomerantz textbook: Chap. 7 – Diagnosis and Classification Issues

Aafjes-van Doorn, K., Békés, V., & Prout, T. A. (2020). [Grappling with our therapeutic relationship and professional self-doubt during COVID-19: Will we use video therapy again?](#) *Counselling Psychology Quarterly*, 1-12.

Lazarus, A.A. (1993). [Tailoring the therapeutic relationship, or being an authentic chameleon](#). *Psychotherapy: Theory, Research, Practice, Training*, 30, 404-407.

**Week 5: Clinical Assessment & Interviewing**

Pomerantz textbook: Chap. 8 – The Clinical Interview

Beck, A. T. (1995). An interview with a depressed and suicidal patient. In D. Wedding & R. J. Corsini (Eds.), *Case Studies in Psychotherapy (2nd ed., pp. 116-134)*. Itasca, IL: F. E. Peacock.

Samuel, D. B., Suzuki, T., & Griffin, S. A. (2016). [Clinicians and clients disagree: Five implications for clinical science](#). *Journal of Abnormal Psychology*, 125(7), 1001.

*Supplemental Reading:*

Wright, C. V., Beattie, S. G., Galper, D. I., Church, A. S., Bufka, L. F., Brabender, V. M., & Smith, B. L. (2017). [Assessment practices of professional psychologists: Results of a national survey](#). *Professional Psychology: Research and Practice*, 48(2), 73.

**Week 6: Cognitive & Intellectual Assessment**

Pomerantz textbook: Chap. 9 – Intellectual and Neuropsychological Assessment.

Harvey, P. D. (2012). [Clinical applications of neuropsychological assessment](#). *Dialogues in Clinical Neuroscience*, 14(1), 91-99.

Keefe, R. S., Goldberg, T. E., Harvey, P. D., Gold, J. M., Poe, M. P., & Coughenour, L. (2004). [The Brief Assessment of Cognition in Schizophrenia: reliability, sensitivity, and comparison with a standard neurocognitive battery](#). *Schizophrenia Research*, 68(2-3), 283-297.

**Week 7: Psychodynamic Approach: Origins & Updates**

Pomerantz textbook: Chap. 12 – Psychodynamic Psychotherapy

Fonagy, P. (2015). [The effectiveness of psychodynamic psychotherapies: an update](#). *World Psychiatry*, 14(2), 137-150.

Iannitelli, A., Parnanzone, S., Pizziconi, G., Riccobono, G., & Pacitti, F. (2019). [Psychodynamically oriented psychopharmacotherapy: Towards a necessary synthesis](#). *Frontiers in Human Neuroscience*, 13, 15.

*Supplemental Reading:*

Domhardt, M., & Baumeister, H. (2018). [Psychotherapy of adjustment disorders: Current state and future directions](#). *The World Journal of Biological Psychiatry*, 19(sup1), S21-S35.

**Week 9: CBT & DBT**

Pomerantz textbook: Chap. 15 – Cognitive Psychotherapy and Mindfulness-Based Therapies

Linehan, M. M. (1987). [Dialectical behavior therapy for borderline personality disorder: Theory and method](#). *Bulletin of the Menninger Clinic*, 51(3), 261-276.

Slater, L. (2003, November, 2). [The cruelest cure](#). *New York Times Magazine*, 34-37.

*Supplemental Readings:*

Andersson, G. (2018). [Internet interventions: Past, present and future](#). *Internet Interventions*, 12, 181-188.

Goldberg, S. B., Tucker, R. P., Greene, P. A., Davidson, R. J., Wampold, B. E., Kearney, D. J., & Simpson, T. L. (2017). [Mindfulness-based interventions for psychiatric disorders: A systematic review and meta-analysis](#). *Clinical Psychology Review*, 59, 52-60.

**Week 10: Group, Couples & Family Therapy**

Pomerantz textbook: Chap. 16 – Group & Family Therapy

Nadan, Y., Shachar, R., Cramer, D., Leshem, T., Levenbach, D., Rozen, R., Salton, N., & Cramer, S. (2020). [Behind the \(virtual\) mirror: Online live supervision in couple and family therapy](#). *Family process*, 59(3), 997-1006.

Stead, L. F., Carroll, A. J., & Lancaster, T. (2017). [Group behaviour therapy programmes for smoking cessation](#). *Cochrane Database of Systematic Reviews*, 3, 1-18.

**Week 11: Pediatric & Clinical Child Therapy**

Pomerantz textbook: Chap. 17 – Clinical Child & Adolescent Psychology

Thomas, R., Abell, B., Webb, H. J., Avdagic, E., & Zimmer-Gembeck, M. J. (2017). [Parent-child interaction therapy: a meta-analysis](#). *Pediatrics*, 140(3), 1-15.

Ye, J. (2020). [Pediatric mental and behavioral health in the period of quarantine and social distancing with COVID-19](#). *JMIR Pediatrics and Parenting*, 3(2), e19867.

*Supplemental Reading:*

Yoshikawa, H., Aber, J., & Beardslee, W. R. (2012). [The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention](#). *American Psychologist*, 67(4), 272-284.

**Week 12: Alternative Therapies**

Bastemur, S., Dursun-Bilgin, M., Yildiz, Y., & Ucar, S. (2016). [Alternative therapies: New approaches in counseling](#). *Procedia-Social and Behavioral Sciences*, 217, 1157-1166.

Linden, W., & Hewitt, P. L. (2018). Evidence-based therapy: Innovation or quackery? In *Clinical Psychology: A Modern Health Profession (Chap. 14, p. 331-343)*. Routledge.

Thompson, R. A. (2015). [Therapeutic Expressive Techniques: Art Therapy, Dance/Movement Therapy, Phototherapy, Drama Therapy, and Music Therapy](#). In *Counseling Techniques: Improving Relationships with Others, Ourselves, Our Families, and Our Environment (Chap. 5, p. 63-75)*. Taylor-Francis.

*Supplemental Reading:*

Rizvi, S. L., Dimeff, L. A., Skutch, J., Carroll, D., & Linehan, M. M. (2011). [A pilot study of the DBT coach: an interactive mobile phone application for individuals with borderline personality disorder and substance use disorder](#). *Behavior Therapy*, 42(4), 589-600.

### Clinical Psychology Memoirs

Akeret, R. U. (1996). *Tales from a traveling couch: A psychotherapist revisits his most memorable patients*. WW Norton & Company.

Gottlieb, L. (2019). *Maybe you should talk to someone: A therapist, her therapist, and our lives revealed*. Houghton Mifflin.

Pipher, M. (2016). *Letters to a Young Therapist*. Hachette UK.

Wendorf, B. (2015). *Tales from the Couch: A Clinical Psychologist's True Stories of Psychopathology*. Carrel Books.

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### GUIDELINES FOR FINAL PAPER

#### Overview:

The final paper will provide a review of contemporary research in one area of clinical psychology. Choose an area of interest and critically review and analyze the research literature investigating your chosen topic. At least 10 scholarly works (peer reviewed journal articles or chapters) must be cited. Papers must be written in accordance with APA style guidelines and should be no longer than 15 pages (not including title page, abstract, and references). A list of sample discussion papers that may help you structure your paper appears below (and will be posted on Canvas as well).

#### Resources:

- *General guidelines on writing a literature review paper:* [Writing a Psychology Lit Review](#)
- *Overview on writing research papers:* [Thinking It Through](#)
- *Sample Discussion Articles:*

Gu, J., Strauss, C., Bond, R., & Cavanagh, K. (2015). [How do mindfulness-based cognitive therapy and mindfulness-based stress reduction improve mental health and wellbeing? A systematic review and meta-analysis of mediation studies](#). *Clinical Psychology Review*, 37, 1-12.

Pontes, H. M., Kuss, D. J., & Griffiths, M. D. (2015). [Clinical psychology of Internet addiction: A review of its conceptualization, prevalence, neuronal processes, and implications for treatment](#). *Neuroscience & Neuroeconomics*, 4, 11-23.

#### Topic Proposal:

Prepare an abstract that summarizes the thesis of your paper. Be sure to include a title and a preliminary bibliography (list of references you plan to use in your paper). The abstract should range between 90-150 words.

**Sample abstract:**

*“Many studies throughout the years have demonstrated the efficacy of punishment as a treatment procedure for reducing challenging behaviors. As such, ethical considerations and procedural guidelines have been established to ensure best practices when implementing punishment procedures. In spite of the procedural safeguards and empirical demonstration of efficacy, controversy over its use persists. This paper will review some of the studies that examined the effectiveness of punishment, outlining the various interventions that were implemented and the results that were obtained. Furthermore, the ethical considerations as well as the controversy surrounding punishment will be explored.”*

**Paper Outline:**

Construct an outline for your final paper. It should begin with an introduction to the topic, followed by specific sections building up to the thesis of your paper, ending with a concise conclusion. A sample outline will be posted on Canvas.

**General organizational style:** *(This is a suggested, general outline. You may of course vary yours, please review sample papers as guides.)*

- I. Background information
- II. Central topic/question/issue (should be specific)
- III. Summary of literature (should have subsections)
- IV. Conclusions & Future Directions

**Sample Paper Topics:**

- Predicting Suicide: A Review of Challenges, Risk Factors and Predictive Models for Individuals at Risk of Suicide
- Cultural Variation in the Presentation, Prevalence, and Treatment of Anxiety and Depression
- Prayer as a Clinically Useful Therapeutic Technique in Marriage Counseling
- Examining the Effects and Construct Validity of the Imposter Phenomenon Across Various Demographics and Environments
- An Evaluation of the Importance of Client-Therapist Cultural Understanding
- DSM and The Medicalization of The Everyday Life