

UN3623 Topics in Clinical Psychology
Columbia University
Spring 2019

4 points

Class time and location: Monday 12:10-2pm, 405 SCH

Instructor: Hannah Hoch, Ph.D., BCBA-D

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Office hours: TBD

* Please make an appointment to see me during office hours if you have questions, or just want to chat. I love to work 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.*

Bulletin Description:

A seminar for advanced undergraduate students exploring different areas of clinical psychology. 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.

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 UN1001 The Science of Psychology or an equivalent introductory course in psychology. Instructor permission is required.

Role in the Psychology curriculum:

PSYC UN3623 is a seminar course for advanced undergraduates and students in the post-baccalaureate certificate program in Psychology. This course fulfills the following degree requirements:

- For undergraduate psychology majors, this seminar will meet the Group III (Social, Personality, and Abnormal) distribution requirement and the seminar requirement.

- For students in the psychology postbac certificate program, this seminar will fulfill the Group III (Social, Personality, and Abnormal) distribution requirement and the advanced seminar requirement.

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*. Each student should come to class prepared to discuss the readings.

Required Textbook:

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

Recommended Reading: Therapist Guidebook

Kottler, J. (2017). *On being a therapist (Fifth Ed.)*. Oxford University Press.

Discussion Questions:

Students are expected to read each set of readings prior to each class meeting. For each set of readings, you must submit at least 1 post *per topic* to the Discussion Board on Canvas. There will be 3 discussion topics per week. Postings for the week's readings are due no later than **Fri. at 9 pm** on the week before 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 them I ask you to please be on time with your submissions.

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 2 points (2 points per post, 3 posts per week, for 12 weeks = 72 points total). Point totals will be converted to percentages, and will then be factored into your final grade (for example, 68 out of 72 points will be converted to a total score of 94%). In total your discussion posts will count for 10% 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 (and case study when relevant) 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 an outline or PowerPoint of the class discussion, and should be turned in **by noon (12 pm) Sunday 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 a total of 20% of your grade.

Class Participation:

This class will be taught in a seminar format. Your participation is essential for creating an enriched learning environment. It is expected that you will actively participate in class discussions on a regular basis. You will be evaluated on the quality of your contributions, based on the following criteria:

- The student demonstrates knowledge and understanding of reading assignments
- The student provides new insight building on the reading assignments
- The student is an active listener, who addresses and integrates comments from classmates
- The student's comments are relevant and not tangential or ambiguous
- The student is courteous and respectful of classmates during class discussions

Participation in class will be scored as follows: 1 point for attending class, 3 points for minimal participation (e.g., 1 comment), and 5 points for full participation (5 points per class, for 13 weeks = 65 points total). Point totals will be converted to percentages, and will then be factored into your final grade (for example, 60 out of 65 points will be converted to a total score of 92%). In total class participation is worth a total of 10% of your grade.

Memoir & Reaction Paper:

Students are required to read a memoir written by a clinical psychologist (or clinical psychotherapist), and to write a brief reaction paper (no more than 5 pages) about the memoir. 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), as a supplement to the case studies we will review in class. Your memoir

selection must be approved first (due week 3, 2/11). The paper is due week 6 (3/04). A list of sample memoirs is attached. Completion of this paper is worth 10% of your final course 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. 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). More specific guidelines are provided at the end of the syllabus and will be posted on Canvas.

The topic proposal for your paper is due Week 7 (3/11), and is worth 10 points. An outline for the paper is due week 10 (11/13, sample to be provided on Canvas), and is also worth 10 points. The final paper is due Week 15 (5/06), and is worth 80 points. In total this project will be worth 100 points, and will count for 40% of your final grade in the class.

Attendance:

Students are expected to attend class and arrive on time. One **unexcused** absence is allowed during the semester (this does not include excused absences, in cases of illness, religious observance, or other extenuating circumstances). Please email me **before** the missed class. *If you know you will definitely miss at least 2 classes, you should not take this course.*

Digital Technology:

Use of digital technology for non-class related purposes is at best distracting and at worst impolite and disrespectful, both to your classmates and the professor. To that end, students are expected to refrain from using phones *in any capacity* during class. Please turn phones to silent or vibrate during class. If you need to use your phone for any reason, please just leave the classroom. As this is a seminar with no note-taking requirement, I would prefer that students not use laptops or tablets. If you have a specific need to use a laptop/tablet please see me.

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).
- Turn in a **hard copy** of your paper in class and post a copy **online** under the **Assignments** section of Canvas.

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:

- 15% Participation (in-class)
- 15% Discussion board questions
- 20% Discussion leadership & presentation
- 15% 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).

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.

Please note: Students with special needs who may require classroom/assignment accommodations should make an appointment with me before or during the first week of class. You should also contact the Office of Disability Services (ODS) in Lerner Hall before the start of the course to register for these accommodations. The procedures for registering with ODS can be found at <http://health.columbia.edu/services/ods> or by calling (212) 854-2388.

CLASS SCHEDULE:

DATE	TOPIC	ASSIGNMENTS DUE
Week 1: 1/28	Class Introduction	N/A
Week 2: 2/04	Introduction to Clinical Psychology	
Week 3: 2/11	Ethics of Assessment, Treatment & Research	Memoir Selection
Week 4: 2/18	Clinical Diagnosis & Judgment	
Week 5: 2/25	Clinical Assessment & Interviewing	Memoir Reaction Paper
Week 6: 3/04	Behavioral Assessment	
Week 7: 3/11	Intellectual & Cognitive Assessment	Final Paper Topic Proposal
Week 8: 3/18	<i>SPRING BREAK</i>	<i>N/A</i>
Week 9: 3/25	Psychodynamic Approach	
Week 10: 4/01	Behavioral Therapy	Final Paper Outline Due
Week 11: 4/08	CBT & DBT	
Week 12: 4/15	Group, Couples & Family Therapy	
Week 13: 4/22	Pediatric & Clinical Child Therapy	
Week 14: 4/29	Alternative Therapies	
Week 15: 5/06	Pharmacotherapy & Psychotherapy	Final Paper Due

Readings

Week 1: Course Introduction

N/A – no readings

Week 2: Introduction to Clinical Psychology: History & Theories

Pomerantz textbook: Chap. 2 (p. 27-37) – 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.

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

Supplemental reading:

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.

Week 3: Ethics of Assessment, Treatment & Research

Pomerantz textbook, Chap. 5 (p. 96-116) – Ethical Issues in Clinical Psychology

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.

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 source:

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

Week 4: Clinical Diagnosis & Judgment

Pomerantz textbook: Chap. 5 (p. 143-166) – Diagnosis and Classification Issues

Baker (2009). [Is your therapist behind the times?](#) *The Washington Post*.

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 (p. 173-192) – The Clinical Interview

Lilienfeld, S. O., Wood, J. M., & Garb, H. N. (2007). [Why questionable psychological tests remain popular](#). *Scientific Review of Alternative Medicine And Aberrant Medical Practices*, 10, 6-15.

Nathan, Debbie. (2011, October 14). [A girl not named Sybil](#). *The New York Times*.

Supplemental reading:

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.

Week 6: Behavioral Assessment

Grietens, H., Onghena, P., Prinzie, P., Gadeyne, E., Van Assche, V., Ghesquiere, P., & Hellinckx, W. (2004). [Comparison of mothers', fathers', and teachers' reports on problem behavior in 5-to 6-year-old children](#). *Journal of Psychopathology and Behavioral Assessment*, 26(2), 137-146.

Hanley, G. P. (2012). [Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore](#). *Behavior Analysis in Practice*, 5(1), 54-72.

Haynes, S. N., Kaholokula, J. K., & O'Brien, W. H. (2014). [Behavioral assessment](#). *The Encyclopedia of Clinical Psychology*, 1-10.

Week 7: Cognitive & Intellectual Assessment

Pomerantz textbook: Chap. 9 (p. 197-211) – 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 8: Psychodynamic Approach: Origins & Updates

Pomerantz textbook: Chapter 12 (p. 273-295) – Psychodynamic Psychotherapy

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

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

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 10: Behavioral Therapy

Pomerantz textbook: Chapter 14 (p. 321-344) – Behavioral Therapy

Carl, E., Stein, A. T., Levihn-Coon, A., Pogue, J. R., Rothbaum, B., Emmelkamp, P., & Powers, M. B. (2018). [Virtual reality exposure therapy for anxiety and related disorders: A meta-analysis of randomized controlled trials](#). *Journal of Anxiety Disorders*.

Grossman, L. (2010, January). [Why Overcoming Phobias Can Be So Daunting](#). - TIME Magazine.

Supplemental Reading:

Houlihan, D., Schwartz, C., Miltenberger, R., & Heuton, (1993). [The rapid treatment of a young man's balloon \(noise\) phobia using in vivo flooding](#). *Journal of Behavior Therapy and Experimental Psychiatry*, 24, 233-240.

Week 11: CBT & DBT

Pomerantz textbook: Chapter 15 (p. 349-372) – 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:

Beck, A. T., & Haigh, E. A. (2014). [Advances in cognitive theory and therapy: the generic cognitive model](#). *Annual Review of Clinical Psychology*, 10, 1-24.

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 12: Group, Couples & Family Therapy

Pomerantz textbook: Chapter 16 (p. 376-397) – Group & Family Therapy

Mustaffa, S., Ghanbaripanah, A., & Ahmad, R. (2013). [Assessment in family counseling](#). *Procedia-Social and Behavioral Sciences*, 93, 2205-2208.

Stead, L. F., Carroll, A. J., & Lancaster, T. (2017). Group behaviour therapy programmes for smoking cessation. *Cochrane Database of Systematic Reviews*, 3, 1-13.

Week 13: Pediatric & Clinical Child Therapy

Pomerantz textbook: Chapter 17 (p. 405-428) – Clinical Child and 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.

Towe-Goodman, N. R., Franz, L., Copeland, W., Angold, A., & Egger, H. (2014). [Perceived family impact of preschool anxiety disorders](#). *Journal of the American Academy of Child & Adolescent Psychiatry*, 53(4), 437-446.

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 14: 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.

Week 15: Pharmacotherapy, Biomedicine & Psychotherapy

Deacon, B. J. (2013). [The biomedical model of mental disorder: A critical analysis of its validity, utility, and effects on psychotherapy research](#). *Clinical Psychology Review*, 33(7), 846-861.

McWilliams, S., Keating, D., & O'Callaghan, E. A. (2016). Biomedical approaches and use of drugs to treat adult mental health problems. In *The Handbook of Adult Clinical Psychology* (pp. 226-252). Routledge.

Schramm, E., van Calker, D., Dykieriek, P., Lieb, K., Kech D Clin Psych, S., Zobel D Clin Psych, I., & Berger, M. (2007). [An intensive treatment program of interpersonal psychotherapy plus pharmacotherapy for depressed inpatients: acute and long-term results](#). *American Journal of Psychiatry*, 164(5), 768-777.

Sample Clinical Psychology Memoirs

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

Gask, L. (2015). *The other side of silence: A psychiatrist's memoir of depression*. Summersdale Publishers.

Jamison, K. R., & Minkovitz, A. U. (1995). *A Memoir of Moods and Madness*. New York: Alfred A. Knopf

Pipher, M. (2016). *Letters to a young therapist*. Hachette UK.

Sacks, O. (1999). *Awakenings*. Vintage Publishers

Saks, E. (2008). *The Center Cannot Hold: My Journey Through Madness*. Hachette Books.

Sawyer, A. P. (2015). *Smoking cigarettes, eating glass: A psychologist's memoir*. Santa Fe Writer's Project.

Wolf, S. (2011). *Love Shrinks: A Memoir of a Marriage Counselor's Divorce*. Soho Press.

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 couple samples of literature reviews are listed below (and will be posted on Canvas); please feel free to use them to help you to think about how you might structure your own literature review.

General guidelines on how to write a literature review paper: [Writing a Psychology Lit Review](#)

Overview on writing research papers: [Thinking It Through](#)

Sample Review 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.

Proposal (10 Points):

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 (10 pts.):

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