SYLLABUS

6391 Introduction to Clinical Science
University of Utah – Fall 2014

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Office Hours: By appt.

Class Time: Thursday 3:30-5:30
Location: Beh S 1326

Goals of the Course:

This graduate-level seminar is designed for students who are beginning doctoral level training in the field of clinical psychology. The goals are: (a) for students to understand the evolution of the clinical science training model, (b) to understand the ways in which clinical intervention and clinical science are essentially intertwined, (c) to get exposure to a few clinical intervention approaches that are taught within the department, (d) to learn how to be a critical consumer of the empirical literature on clinical interventions and their efficacy/effectiveness, and (e) to learn about some of the classic debates within the literature on clinical interventions. This is not a “how to” psychotherapy class—that type of training occurs in practica, supervised clerkships, and pre-doctoral internship. Rather, this class is designed to provide students with the foundational knowledge necessary for a career in clinical science.

Because effective self-care and stress management (including self-assessment) are fundamental to success in graduate school and beyond, as well as central to being an effective clinician, this course also includes brief weekly modules focused stress assessment and management. The introduction of a framework for stress management serves the dual purpose of teaching principles of self-care as well as introducing a model that will be relevant to assessment, case conceptualization, and intervention in the provision of clinical services.

Required Readings:

A tentative list of required readings for each week are listed below. Most readings will be made available to you on the class Canvas page. Occasionally, the readings for a given week may change from those listed below. Students will receive an updated syllabus at the end of the course that reflects any changes to the reading list.

Requirements:

Attendance and Participation: (30%) Welcome to graduate school! At the doctoral level, acquiring (and generating) knowledge are active, collaborative enterprises. Although your
professors will have important information to impart along the way, the majority of the knowledge you obtain will happen through your own engagement with material, both independently and collaboratively with your peers and faculty. Thus, students should come to class having read and digested all of the readings, and are expected to participate actively, thoughtfully, and respectfully in every class. In addition to reading and processing the information from assigned readings, students are expected to be active listeners, and to digest their classmates’ ideas, and respond thoughtfully and respectfully to those ideas as well. It is impossible to learn in a collaborative context if you are not present, and therefore, attendance is required for all class meetings (except in cases of illness—notify the instructor, make arrangements to get notes from your classmates, and stay home if you are sick). Please inform me if you have other reasons to be absent from a class (e.g., attendance at a professional meeting).

**Weekly thought papers: (40%)** In order to facilitate thinking through and integrating the readings each week, and to insure that discussions are lively and well-informed, you will be asked to hand in a brief (1-2 page; single spaced) “thought paper” at the beginning of class each week in which you 1) describe what you learned from the readings that week, 2) attempt to draw some conclusions or present an original idea that integrates the concepts covered across the varied readings for the week, and 3) list three questions/points for class discussion. The following 4-point system will be used for providing feedback: 3 = **exceptional**, includes evidence of sophisticated, original, and highly integrative ideas; 2 = **very good**, thoughtful, clear demonstration of engagement with the material (what students will receive most weeks); 1 = **fair**, a reasonable attempt, but I know you have something better in you; 0 = not submitted on time, or very superficial. Most papers will receive a score of 2. If you receive a 2 for each weekly assignment, this would constitute a solid “A” for this component.

**Leading Class Discussion: (10%)** Each student will be required to assist me in facilitating class discussion once during the semester. Successfully facilitating a graduate seminar is a multi-step process. (1) You thoroughly read and digest the readings for class yourself, (2) you identify the “story” that the series of readings tells; that is, what are the core pieces of knowledge to be gained from the body of readings?, (3) you imagine how you would convey that story or knowledge in the form of a lecture, organizing it coherently and with “flow,” (4) rather than actually presenting the material in a lecture, you devise questions that will elicit the material from your students/classmates in a manner that is consistent with the lecture you might have given, and (5) you create additional questions to challenge, provoke, and raise debate/question about the factual material the class is discussing. In addition, you will be responsible for providing PowerPoint slides to guide class discussion, to be turned in by 5 pm the day before class. I will, of course, assist in facilitating discussion. The more engaging you are in your facilitation of class discussion, the more we will all take from the course.

**Presentation on evidence-based practice for an ethnically or culturally diverse client: (20%)** Engaging in responsible, empirically-grounded clinical practice often begins with reading and reviewing the scientific literature on a client’s disorder or specific background. For this assignment, you will select a clinical disorder that is of interest to you, and find the best available evidence regarding the most effective available treatment for that disorder (for example a recent review article or meta-analysis in a reputable scientific journal such as *Clinical Psychology*: 

...
You will be asked to gear your presentation to a specific type of client with certain demographic characteristics and a particular disorder (e.g., an African American adolescent with depression). You will be asked to select either the disorder or the diversity issue and I will provide the other. Prepare for the class a presentation that includes (a) a description of the disorder you are interested in and the client you might be treating, (b) a short description of the treatment you selected, (b) a critique of the empirical evidence for using that treatment for this disorder/client, critically evaluating the intervention according to the Div. 12 criteria, the EBP model, and its demonstrated efficacy in real-world settings with diverse clients. Your critique might include information about other models that you didn’t select, as a way of supporting the treatment model you did choose. In addition, you will submit your reference list which will be compiled across presentations/topics and distributed to the class for future use.

**Grades:** Final grades will be calculated based on the total points obtained using the highest total obtained as 100% and the following percentages:

Lower limits for grades: A (93%), A- (90%), B+ (87%), B (83%), B- (80%), C+ (77%), C (73%), C- (70%), D (60%).

**Late work:** Weekly assignments will not be accepted late.

**Plagiarism / Academic Integrity:**

All work turned in should be your own, independent effort. If I find evidence that a student has plagiarized material for any assignment in this course, or assisted another student in doing so, the student will receive no credit on that assignment, and the student will be reported to the appropriate academic dean. If you are unsure of what constitutes plagiarism, The University of Wisconsin and Indiana University both have websites which provide helpful tips and examples of what to (or not to) do:

http://www.wisc.edu/writing/Handbook/QuotingSources.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Please, please see me immediately if you are having trouble in the course, **before** you find yourself in a position where you are tempted to compromise your academic integrity.

**Other Important Issues:**

We will treat each other with respect during this course. The content of this class requires that we address multiple aspects of human diversity – diversity of ethnicity, religion, sexual orientation, and health status, to name just a few. We will speak about all groups using respectful terms, and will maintain an appreciation for these differences, as well as for differences of opinion among members the class. Failure to communicate respectfully will result in a student being removed from the class.
Other issues related to respect for your classmates and for the instructor:
(1) turn cell phones off for the duration of class (this includes text messaging)
(2) class starts promptly at 3:30pm – arrive with enough time to settle in and prepare
(3) class does not end until 5:30 pm. I will not keep you late, but you should not leave or begin
preparing to leave before that time
(4) It is fine if you choose to use a laptop or tablet computer to take notes. However, this often
leads to the temptation to check e-mail, finish and assignment for another class, open an instant
messaging program, peek at Facebook, book plane tickets… (you get the idea). This is
extraordinarily disrespectful. Do not do this! If this occurs, it will affect your participation
grade.

Special Needs:

The University of Utah seeks to provide equal access to its programs, services and activities for
people with disabilities. If you will need accommodations in the class, reasonable prior notice
needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD).
CDS will work with you and the instructor to make arrangements for accommodations.
(www.hr.utah.edu/oeo/ada/guide/faculty/)

Weekly Course Schedule and Assigned Readings

August 28 – Introduction to the course

No readings

September 4 – Evolution of the Clinical Science model: What does it mean to be a Clinical
Scientist? [read in chronological order]

44, 75-88.

Psychology, 9, 5-21.

http://www.psychologicalscience.org/observer/0102/apcs.html

Psychology, 2, 21-49.

➔ Stress Management Module: An Individual Differences Multi-Process Framework

September 11 – The “EST” Perspective

Task Force on Promotion and Dissemination of Psychological Procedures, American
Psychological Association. (1995). Training in and dissemination of empirically-


⇒ Stress Management Module: Individual Differences (personality, cognitive, physiological)

**September 18 – The “EBP” Perspective**


⇒ Stress Management Module: Stress Exposure Assessment

**September 25 – Implementing evidence-based practice in the real world: Fidelity with flexibility**


⇒ Stress Management Module: Reducing Stress Exposure--Assertiveness
October 2 – Where do we start? – Case-Formulation


⇒ Stress Management Module: Reducing Stress Exposure—Time Management

October 9 – Monitoring Progress and Outcomes


⇒ Stress Management Module: Reducing Cognitive Exposure--Mindfulness

October 16 – Fall Break

October 23 – Cognitive, Behavioral, and Cognitive-Behavioral Therapies
(Guest Speaker Katie Baucoum)


*skim to get a sense of what a treatment manual is like


➜ Stress Management Module: Reducing Stress Reactivity—Relaxation Training

October 30 – Comparing the Effectiveness of Methods


➜ Stress Management Module: Reducing Stress Reactivity—Exercise

November 6 –Behavior Therapy (Guest speaker Mike Himle)


→ Stress Management Module: Recovery & Transition to Sleep—Pre-Sleep Arousal

November 13 – Dialectical Behavior Therapy (Guest Speaker Sheila Crowell)


→ Stress Management Module: Enhancing Restoration—Sleep

November 20 – Therapeutic Alliance / Nonspecific Factors


→ Stress Management Module: Stress Buffers—Social Support, Positive Activities

November 27 – Thanksgiving Break

December 4 – Student presentations
December 11 – Self Care & Wrap Up

