



## **CLINICAL PSYCHOLOGY**

**PSYC 160-02**

**Spring 2025 SJSU**

**Dr. Robin Schulte, Psy.D.**

**Class Time: Tuesdays/Thursdays 1:30-2:45 pm**

**Office hours (DMH 230): Mondays/Wednesdays 9:45 am-10:30 am and 11:45am-1:30pm**

Email contact: [robin.schulte@sjsu.edu](mailto:robin.schulte@sjsu.edu)

4.0 hours lecture

### **Course Description:**

Survey of clinical psychology as a profession. Emphasis placed on training models, specializations within the field, the scientific study of psychological interventions, and the graduate school admissions process for masters and doctoral level psychotherapists.

### **Course Web Page**

#### **Canvas**

Canvas will be used to post various files.

Logging Into Canvas Login URL: <https://sjsu.instructure.com/>.

\*Please note that it should NOT have the "www" at the start of the URL like many other websites.

All students and faculty must first set up their SJSUOne account before accessing Canvas.

To do so, go to <http://its.sjsu.edu/services/sjsuone/>.

The Username for Canvas then is your 9 digit SID and your PW is the one you chose when you established your SJSUOne account.

You will see the courses you are taking (assuming the instructor is using Canvas).

Further Assistance with Canvas Students should go first to

<http://guides.instructure.com/m/4212> with problems and then to the University Help Desk for Canvas problems, including logging in (<http://www.sjsu.edu/helpdesk/>).

*You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.*

## **Learning Outcomes :**

### **Course Learning Outcomes (CLOs)**

CLO1 – Critical thinking development: Historical context

Upon successful completion of this course, students will be able to discuss the importance of history and context when examining and classifying psychological disorders and their treatments.

CLO2 – Knowledge based and application development: Understanding paradigms

Upon successful completion of this course, students will be able to describe the major paradigms (biological, cognitive, behavioral, psychodynamic, and sociocultural) used in understanding the etiology, assessment, classification, and treatment of psychological problems.

CLO3 – Research Methods development: Clinical science

Upon successful completion of this course students will be able to describe the role of science (with its varying methods) in the study of “normal” and “abnormal” behavior.

CLO4 – Critical thinking and application: Classification

To identify the process of classification and explain its dependence on theoretical paradigms including the use of the current diagnostic system for psychopathology.

CLO5 – Critical thinking and application: Assessment

Students will be able to name different purposes of assessment of abnormal behavior, and to identify different modalities appropriate to these purposes and recognize the importance of contextual variables impacting mental health and suffering including race, gender, ethnicity, culture, and sexual identity.

CLO6 – Knowledge base and application & Values in psychology - Evidence based interventions development

Students will be able to identify different types of psychological, social, and biological interventions used in treating psychological problems and clinical disorders and the value of empirical evidence for those interventions.

These goals and learning outcomes will be evidenced through the following assessment strategies:

1. Examinations covering all key information and will address all CLOs.
2. Group discussions will develop critical thinking and application of concepts to clinical situations.
3. Group discussions and videos will help further critical thinking in history and assessment, develop a richer understanding of the role of racism in mental health, and develop critical thinking and application of concepts to clinical situations
4. Final Paper/Presentations are an application of CLOs in assessment and evidence-based treatment as well as critical thinking skills in the context of human suffering

### **Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements.

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

**Prerequisites:** PSYC 001

### **Required Textbook:**

Introduction to Counseling: Voices from the Field 8<sup>th</sup> Edition

Jeffrey A. Kottler, David S. Shepard

### **Participation Expectation:**

Please check e-mail daily and the schedule below for information regarding assignments. The expectation is for you to read the chapter/chapters prior to attending class. PowerPoints will be posted before the chapter has been discussed in class.

### **Final Course Grade:**

Question of the Day	10	points possible
Exam 1	50	points possible
Exam 2	50	points possible
Exam 3	50	points possible
Paper	100	points possible
Topic	5	points possible
Outline/Ques.	5	points possible

Your lowest test grade will be dropped. No make-ups exams will be given unless due to extenuating circumstances

\*Extra Credit Opportunities will be offered and a list of opportunities will be posted on your Canvas homepage

TOTAL POINTS POSSIBLE FOR THE COURSE = 220

### **ASSIGNMENTS FURTHER EXPLAINED:**

#### **Question of the Day**

A “Question of the Day” or Video will be shared before each chapter. You will receive 1 point for responding to the “Question of the Day” or provide a reflection response during class.

#### **Examinations**

**Exams** consist of 50 multiple-choice questions-worth 1 point each. There is 1 bonus question that will reflect a topic discussed in class or a video that we have watched. Make-ups exams will not be issued due to my “ 1 dropped exam policy,” unless due to extenuating circumstances.

#### **Paper: Due May 8**

**Option 1:** (worth 100 points) Interview a Clinician in the Field. Share the following areas:

- a. What they like most and least about their work.

- b. How their training best and least prepared them for the realities of what they do.
- c. What they face as their greatest frustrations and challenges.
- d. What advice they would offer you as a beginner to the field.

All papers should be 3 pages minimum typed, double-spaced, font size of 12, and of college level. Please proofread and spell-check. Please include citations in the body of your paper and a references page (using APA or MLA format) if needed. Papers will be graded by the following criteria: timeliness, typos, grammar, content, and citations of references.

**Option 2:** (worth 100 points) Interview an Individual who is currently receiving or has received counseling/therapy. Share the following areas:

- a. What they like most and least about therapy.
- b. What they face as their greatest frustrations and challenges
- c. What advice they would offer to someone seeking therapy.

All papers should be 3 pages minimum typed, double-spaced, font size of 12, and of college level. Please proofread and spell-check. Please include citations in the body of your paper and a references page (using APA or MLA format) if needed. Papers will be graded by the following criteria: timeliness, typos, grammar, content, and citations of references.

**Option 3:** (worth 100 points) Write a Letter of Intent. Share the following areas:

- a. What has motivated you to become a clinician.
- b. What your professional goals are.
- c. What population you would like to work with.

All papers should be 3 pages minimum typed, double-spaced, font size of 12, and of college level. Please proofread and spell-check. Please include citations in the body of your paper and a references page (using APA or MLA format) if needed. Papers will be graded by the following criteria: timeliness, typos, grammar, content, and citations of references.

**Papers will be graded by the following criteria:**

Timeliness-5

Grammar-5

Editing-5

Citations-5

References Page-5

At least 3 pages-5

**Teacher’s recommendation for success in this class:**

1. Read each assigned text chapter/chapters.
2. Attend Class
3. Take Notes
4. Study “Review Sheet” and Complete Practice Test
5. Take Exam

<i>Approximate Weekly Schedule-Subject to Change</i>	
<b>Date</b>	<b>Topic</b>
Jan 23	First Day-Review of Syllabus Introduction
Jan 28  Jan 30	<b>CHAPTER 1: WHAT COUNSELING IS AND HOW IT WORKS</b>
Feb 4  Feb 6	<b>CHAPTER 2. FOUNDATIONS OF COUNSELING</b>
Feb 11	<b>CHAPTER 3. SETTINGS FOR COUNSELORS</b>

Feb 13	
Feb 18	Review Sheet/Practice Test
Feb 20	Paper Work Day-Topic Due
Feb 25	Exam 1
Feb 27	<b>CHAPTER 4. THE THERAPEUTIC RELATIONSHIP</b>
March 4	
March 6	<b>CHAPTER 5. INSIGHT ORIENTED APPROACHES</b>
March 11	
March 13	<b>CHAPTER 6. ACTION ORIENTED APPROACHES</b>
March 18	
March 20	Review Sheet/Practice Test
March 25	Exam 2
March 27	<b>CHAPTER 7: INTERGRATING THEORY AND COUNSELING SKILLS</b>
March 31-April 4	<b>CESAR CHAVEZ DAY/SPRING BREAK</b>
April 8	
April 10	<b>CHAPTER 8: ASSESSMENT: TESTING AND THE DIAGNOSTIC PROCESS</b>
April 15	Paper Work Day-Outline Due
April 17	

April 22	<b>CHAPTER 9. GROUP COUNSELING</b>
April 24	CHAPTER 10: FAMILY, COUPLES AND SEX COUNSELING
May 1	
May 6	Review Sheet/Practice Test
May 8	Paper Due
May 18	Extra Credit Due
May 20	<b>1:00-3:00 Exam 3/Final</b>

*The above dates are subject to change. Please attend regularly and keep yourself informed of any changes.*

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per



unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **Grading Information**

Course Grading scale

A+ = 100%

A = 95-99%

A- = 90-94%

B+ = 86-89%

B = 83-85%

B- = 80-82%

C+ = 76-79%

C = 73-75%

C- = 70-72%

D = 60-69%

F = < 60%

### **University Policies/Resources Academic**

#### **integrity:**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

#### **Campus Policy in Compliance with the American Disabilities Act:**

If you need course adaptations or accommodations because of a disability, please let me know. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec/> to establish a record of their disability.

**Librarian: Psychology**

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

**Psychology Librarian:**

Christa Bailey

[christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

408-808-2422

**Student Technology Resources**

Computer labs and other technological resources for students can be found in various places on campus such as:

- [Student Computing Services \(MLK Jr. Library\)](#)
- [Associated Students Print and Technology Center](#)

**ACCESS Success Center**

The [Academic Counseling Center for Excellence in Social Sciences \(ACCESS\) Success Center](#) “provides general education advising for undergraduate students majoring or intending to major in any of the departments in The College of Social Sciences.”

**SJSU Peer Connections**

[Peer Connections website](#) “offers free mentoring, tutoring, and supplemental instruction services for students at SJSU. Peer Educators are students just like you; they understand the triumphs and challenges of being a student at San José State University.”

**SJSU Writing Center**

The [SJSU Writing Center](#) “offers a variety of resources to help students become better writers, and all of our services are free for SJSU students.”

**SJSU Counseling and Psychological Services**

[SJSU Counseling and Psychological Services](#) invites “all students to come into Counseling and Psychological Services, located at the Student Wellness Center, room 300B, for any support needed.”

