

CURRICULAR ACTION

SIGNATURE PAGE

(Use for forms 3 and 4)

Description of Action: Change in Existing Course
Course Title: Introduction to Clinical Psychology

Subject Area & Course #: PSYCH 446/646



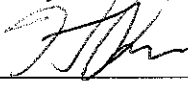
Proposal Sponsor 1/11/06
Submission Date



Chair of Sponsoring Department Psychology
Department 1-11-06
Approval Date



Chair, College Curriculum Committee 1/19/06
Approval Date



Dean of College L+S
College 1/20/06
Approval Date

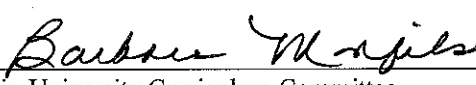
For Undergraduate Actions:

If a course is to be considered as a Diversity option:

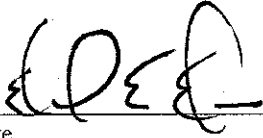
Chair, Diversity Committee Recommended
 Not Recommended _____
Date

If a course is to be considered as a General Ed option:

Chair, General Education Committee Recommended
 Not Recommended _____
Date



Chair, University Curriculum Committee Received & Recorded
 Approved
 Not Approved March 3, 2006
Date



Chair, Faculty Senate Received & Recorded
 Approved
 Not Approved 3/14/06
Date

For Graduate Actions:

Graduate Council Received & Recorded
 Approved
 Not Approved _____
Date

Received:

Provost and Vice Chancellor _____
Date

See page 2 of signature page for consultation results (check if applicable - and attach consult page)

University of Wisconsin-Whitewater
Curriculum Proposal Form #4

Change in or Deletion of an Existing Course

Type of Action (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Requisite Change |
| <input checked="" type="checkbox"/> Course Revision | <input type="checkbox"/> Repeatability Change |
| <input checked="" type="checkbox"/> Description Change* | <input type="checkbox"/> Diversity Option |
| <input checked="" type="checkbox"/> Title Change | <input type="checkbox"/> General Education Option |
| <input type="checkbox"/> Number Change | area: Select one: |
| <input type="checkbox"/> Contact Hour Change and or Credit Change | <input type="checkbox"/> Computer Requirement |
| <input type="checkbox"/> Grade Basis | <input type="checkbox"/> Writing Requirement |
| <input type="checkbox"/> Add Cross-listing | <input type="checkbox"/> Other: |

* Use Form 5, if only a Description Change

Effective Term: 2067 (Fall 2006)

Current/Old Course Number: 446/646

Cross-listing:

New Course Number:

Cross-listing:

Current/Old Course Title: Introduction to Clinical Psychology

New Course Title: Introduction to the Scientist-Practitioner Disciplines in Psychology

25-Character Abbreviation (if new title): Intro Sci Prac

Sponsor(s): P.B. Poorman, Meg Waraczynski

Department(s): Psychology

College(s): Letters and Sciences

List all programs that are affected by this change:
Psychology

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

- NA Yes They will be submitted in the future

Proposal Information: (Procedures can be found at <http://acadaff.uww.edu/Handbook/Procedures-Form4.htm>)

I. **Detailed explanation of changes (use FROM/TO format)**

FROM:

Course Description: A survey course designed to acquaint the student with the types of behavior, personality problems with which the clinical psychologist deals, the use of diagnostic methods including projective techniques, and to provide an orientation to the various methods of psychotherapy.

Prerequisites: PSYCH 304-Psychology of Personality OR PSYCH 345-Abnormal Psychology OR Consent of Instructor AND Junior Standing

Course Objectives:

- to promote knowledge and understanding of the roles of clinical psychologists as both scientists and practitioners;
- to survey the history, science and practice of contemporary clinical psychology; and
- to explore contemporary issues in the practice of clinical psychology, (e.g. training models, ethics of multicultural inclusivity, changing roles of clinical psychologists, prescription privileges and the effects of health care reform for clinical psychologists).

TO:

Course Description: A survey course designed to offer a comprehensive overview of the applied scientist-practitioner professions in psychology (e.g., clinical, school, industrial/organizational, and counseling psychology). Examines roles, activities, (assessment, diagnosis, consultation, intervention, and prevention), and current issues.

Prerequisites: PSYCH 304-Psychology of Personality OR Consent of Instructor

Course Objectives:

- to promote knowledge and understanding of the roles of applied psychologists as both scientists and practitioners;
- to survey the history, science and practice of contemporary applied psychology; and
- to explore contemporary issues in the practice of applied psychology, (e.g. training models, ethics of multicultural inclusivity, changing roles of applied psychologists, prescription privileges and the effects of health care reform for clinical and counseling psychologists).

II. **Justification for action**

These revisions better serve department's goal of offering a curricular track that helps prepare students to apply to graduate study in any of the applied scientist-practitioner disciplines in psychology (e.g. clinical psychology, counseling psychology, school psychology, and industrial/organizational psychology). (See associated proposal for a new submajor in psychology.)

III. **Syllabus/outline** (if course Revision) (old syllabus follows)

Introduction to Scientist-Practitioner Disciplines in Psychology

PSYCH 446/646

GENERAL COURSE INFORMATION

Course Description/Content

This course is a survey of the science and practice of contemporary applied disciplines within psychology. It is designed to offer advanced students a comprehensive overview of each of the most common applied disciplines, specializations, and allied fields. The course will examine the roles of psychologists as both scientists and practitioners as well as the specific assessment, diagnosis, intervention, prevention, research/evaluation, and consultation activities in which professionals from each discipline engage.

The course explores the evolution of clinical psychology, counseling psychology, school psychology, and industrial/organizational psychology and more contemporary issues in the practice and science of each discipline. In addition, specializations within each discipline will be explored. For example, within clinical psychology, specializations in community psychology, health psychology, forensic psychology, neuropsychology, pediatric and child clinical psychology will be discussed; within counseling psychology, specializations in career development and counseling, identity and relationship development and counseling, and university-based, time-limited service provision will be considered; within school psychology specializations in psychometry, consultation, and prevention programming will be discussed; within industrial/organizational psychology specializations in assessment and consultation will be discussed.

Contemporary challenges in scientist-practitioner disciplines in psychology will be discussed. These include: professional preparation, licensing, regulation and practice by masters level clinical/counseling practitioners; social, political, cultural, and economic impact of ethical imperatives about cultural competency; changing roles of scientist-practitioners; prescription privileges for clinical psychologists; effects of health care reform and managed care corporations on provision of clinical/counseling services; impact of federal policies like "No Child left Behind" on school psychologist's.

Professionals in scientist-practitioner disciplines in psychology engage in assessments, interventions, preventions, consultations, and research and program evaluation. Each of the professional activities is applied differently within each discipline. Differences and similarities in professional activities across the professional disciplines are explored in this course.

Prerequisites

PSYCH 304 Psychology of Personality or consent of instructor.

Course Objectives

The general objectives of this course are to:

- promote knowledge and understanding of the roles of applied psychologists as both scientists and practitioners;
- survey the history, science, and practice of contemporary applied disciplines within psychology; and
- explore contemporary issues in the practice of applied psychological disciplines
- survey specializations within each scientist-practitioner discipline
- explore the activities in which scientist-practitioners engage

Specific learning objectives can be found online. As with any survey course, specific objectives also involve learning the language of the new material. Each reading will include "Key Terms" that should act as a guide to this objective.

Teaching Methods

To meet the course objectives, instruction will include:

- lectures;
- guest lectures;
- demonstrations;
- readings from the main and ancillary texts;
- experiential exercises;
- review of relevant articles;
- exams; and
- class projects.

Students are expected to actively participate in the class by:

- attending all classes;
- completing assigned readings before the class period in which a topic is to be addressed; and
- preparing and submitting class projects by the due dates.

IV.

V. **COURSE MATERIALS**

Primary Texts

A custom-published text or coursepack will incorporate readings from several primary texts:

Brooks/Cole (2004). *Codes of ethics for the helping professions*. Belmont, CA: Author.
Fagan, T. K., & Wise, P. S. (2000). *School psychology: Past, present and future* (2nd ed.). Bethesda, MD: NASP.

Landy, F. J., & Conte, J. M. (2004). *Work in the 21st century/An introduction to industrial and organizational*

psychology. New York, NY: McGraw-Hill.

Todd, J., & Bohart, A. C. (1999). *Foundations of clinical and counseling psychology* (3rd ed.). Prospect

Trull, T. & Phares, E.J. (2001) *Clinical Psychology* (6th Edition) Thomsom/Wadsworth Publishers.

Belmont, CA. Heights, IL: Waveland Press.

Lecture Notes

Lecture notes will be available on: the Repository of Academic Documents (ROAD)

Online Handouts

[Bureau of Labor Statistics: Psychologists](#)

[Psychology: Areas of Specialization](#)

[Psychology & Law](#)

[Books on Jobs and Careers in Psychology](#)

[Entry Level Jobs for Majors in Psychology](#)

[Master's and Doctoral Level Careers in Psychology](#)

[Graduate School Options for Psychology Majors](#)

[Graduate School and Careers in Psychology Handout and Links to Helpful Sites](#)

[Guides to Graduate School](#)

Other Helpful Online Resources

[Writing Resources](#)

[Stanford University's Variety of Psychological Resources](#)

[Indiana University's Jumping Stand to Electronic Resources In Psychology](#)

[Other Psychological Resources on the Internet](#)

[Psychological News from APA](#)

COURSE POLICIES

General Comments: The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodations, Discrimination and Absence for University Sponsored Events. (For details please refer to: the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the "Academic Requirements and Policies" and the "Facilities and Services" sections of the Graduate Bulletin; the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

Policy Regarding Religious Beliefs Accommodation: Board of Regents policy states that students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Students must notify the instructor within the first three weeks of the beginning of classes (within the first week of summer session and short courses) of the specific days or dates on which they will request accommodation from an examination or academic requirement. For additional information, please refer to this section in the University Bulletin and the Timetable.

Policy Regarding Absence for University Sponsored Events: University policy adopted by Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing class in order to participate in University sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing a class in order to participate in a University sanctioned event will not be counted as an absence. A University sanctioned event is defined to be any intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being University sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

Policy Regarding Unique Graduate Student Expectations in Dual-Level Courses: Consistent with requirements of the Graduate Council and the accreditation standards of the Higher Learning Commission of the North Central Association, graduate students enrolled in dual-level courses are expected to meet unique requirements in three dimensions: content, intensity, and self-direction. Content refers to specific content areas of the course that graduate students will explore in greater depth and/or additional content areas graduate students will examine. Intensity refers to unique course requirements for graduate students in terms of additional readings, assignments, different evaluation methods or standards - ones that reflect greater intellectual rigor. Self-direction refers to outside of class activities, including research, that reflect a greater degree of self-directed learning. Graduate students are expected to meet with me by week 3 to discuss the specific assignments that satisfy these requirements.

Policy Regarding Academic Misconduct: The University believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct (link to excerpts from [UWS Chapter 14](#)). For additional information, please refer to the section in the Student Handbook titled, "Student Academic Disciplinary Procedures." Please note that I take very seriously your responsibilities regarding academic integrity and will pursue all breaches in integrity.

Policy Regarding Group Projects and Authorship: At UW-Whitewater, it is considered academic misconduct for someone to claim authorship of a project in which he/she did not participate. If a team member is uninvolved or underinvolved, it is also unethical for the other members of the team to put the uninvolved/underinvolved team member's name on the project as an author. This standard is consistent with the American Psychological Association Ethical Guidelines regarding research, which also state that it is unethical for someone to claim authorship of a project for which he/she did not do the work. Teams are expected to assign authorship based on these standards. Teams should inform uninvolved/underinvolved team members that they are being released to make alternative arrangements directly with Dr. Poorman for completing course requirements. Suggestions about how to distribute the tasks of most projects and how to approach underinvolved team members are available; please ask for help as needed.

Policy Regarding Differences: I make every effort to be inclusive of and celebrate the differences of gender, ethnicity, culture, class, race, orientation, and ability that each of us brings to the course content and process. Students are expected to do the same.

Policy Regarding Accommodations for Students with Disabilities: Students with documented disabilities should be registered with the Center for Students with Disabilities (CSD) prior to beginning the course and should make sure all documentation is on file at CSD re: the functional limitations of their specific disability. CSD assists in determining reasonable accommodations that will facilitate full participation in the course. Information re: documentation and eligibility for services is available through [the CSD website](#). Students with disabilities should also contact me at the beginning of the course to advise me about individual needs. CSD also contacts me with supporting materials regarding appropriate specific accommodations in the curriculum, instruction, or evaluations. I will, of course, respect student's right to privacy of this information.

Policy Regarding Attendance: You are expected to attend all scheduled classes. Each class period includes significant material and concepts that provide the building blocks for future material. There are no make-ups available for in-class quizzes or assignments.

Policy Regarding Assignments: All reading assignments should be completed before the class period for which they are assigned. Reading assignments are not duplicated by classroom activities. Lectures, demonstrations, and exercises are intended to enhance your understanding of the information in the text; they are not a substitute for the reading. The UW System standard for work required per credit is that students are expected to invest at least 3 hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of 9 hours of work per week (144 hrs./semester).

Policy Regarding Timeliness of Course Assignments: All class assignments have due dates assigned that are inflexible. Five points are deducted for each *calendar* day that an assignment is late. NO credit is earned for late extra-credit projects. Extra credit opportunities are sometimes announced in class. These projects are due the next class day unless otherwise specified.

Policy Regarding Extra Credit: To encourage students to focus on the main content of the course, there will be limited opportunities for extra credit. I approve only selected extra credit opportunities. Students are limited to earning no more extra credit points than would be equivalent to 1/2 of one letter grade (e.g. in a course whose total points = 400, one letter grade = 40 points; 1/2 of one letter grade = 20 points). There are fewer opportunities available for extra credit in some semesters than in others. Extra credit is calculated only after all required elements of the course have been graded and recorded.

Policy Regarding Make-up Exams and Quizzes: Exams/Quizzes are administered on the dates scheduled. Make-up exams/quizzes are only given under extreme circumstances beyond your control or as exceptions listed above and only with my expressed pre-approval. Some assignments are not eligible for make-up. If a make up exam/quiz has been pre-approved, contact me to arrange a time to take the exam/quiz (generally before the next class meeting and before the exam/quiz is given to the rest of the class). As with any late assignment, make-up exams taken after the date scheduled for the exam will be subject to point deductions (see Policy Regarding Timeliness and Course Assignments).

Policy Regarding a Grade of Incomplete: "Incomplete" grades are not generally given for this course. See me if extreme circumstances beyond your control arise. Incomplete grades are only given with my pre-approval and involve a contract signed by me, the student, and the Department Chair, specifying the terms for completion and the grade consequences of failure to complete the requirements.

Grading Policy: Course grades are assigned as follows:

- A student who earns 90-100% of the total points possible will earn an A.
- A student who earns 80-89% of the total points possible will earn a B.
- A student who earns 70-79% of the total points possible will earn a C.
- A student who earns 60-69% of the total points possible will earn a D.
- A student who earns <60% of the total points possible will earn an F.

Calculating your grade:

- take the number of points possible for any given assignment (or at any point during the course);
- divide the number of points you earned on the assignment (or to date) by the total points possible on the assignment or at that point;
- the first two-three places to the right of the decimal point represent the percentage of the total points you have earned.

ASSIGNMENTS

Quizzes & Exams

- To evaluate your comprehension of the readings there will be brief topic quizzes based on each reading. Topic quizzes will be online and students complete all topic quizzes prior to the time each of the topics is being addressed in class.
- Three exams cover each of the major objectives of the class and include material covered in class and each of the topical readings.

Information Interviewing/Shadowing Assignment

Students conduct an information interview with one previously unknown scientist-practitioner. Students are expected to research and prepare questions ahead of time in order to enhance the quality of the interview and to minimize the possibilities of wasting valuable time. Some sample questions will be available. Whenever possible, students are encouraged to shadow the scientist-practitioner during a typical day to observe the types of activities in which they engage. Following the interview/shadowing exercises, students write a brief report detailing their observations and impressions. Specific guidelines and grading criteria are provided prior to the assignment.

Scientist-Practitioner Professional Activities Paper

Students write a psychological literature review detailing a specific assessment or intervention activity of any one of the scientist-practitioners. The paper should include

- Overview describing the assessment or intervention activity;
- Detailed description of the properties/characteristics that define the activity;
- Identification of current issues being addressed in the psychological literature about that assessment or intervention

Paper should be written in APA style and should include an APA style bibliography. Guidelines and grading criteria will be available.

Scientist-Practitioner Professional Poster Presentation

Students create a poster describing one of the scientist-practitioner professional specializations. The poster should include

- Brief history of the specialization within the discipline
- Common activities of professionals engaged in that specialization
- Settings in which professional activities take place
- Entry level salaries for Masters/Doctoral degreed professionals
- Professional organizations for that specialization
- Resources for finding out more about the professional specialization

SAMPLE COURSE OUTLINE		
DAY/DATE	TOPIC	ASSIGNMENTS
W 01.21.06	Introductions: Participants & Course	Syllabus
M 01.26.06	Part I: What are the Scientist-Practitioner Professions in Psychology?	*
W 01.28.06	Foundations: Graduate Training, Admissions Applications, etc.	*
M 02.02.06	Foundations: A Brief History of the Scientist-Practitioner Training Model in Psychology	*
W 02.04.06	Foundations: Current Issues in Scientist-Practitioner Disciplines	*
M 02.09.06	Foundations: Legal & Ethical Issues in Scientist-Practitioner Disciplines in Psychology	*
W 02.11.06	Foundations: Legal & Ethical Issues in Scientist-Practitioner Disciplines in Psychology	*
M 02.16.06	Foundations: Research Methods in Scientist-Practitioner Disciplines in Psychology	*
W 02.18.06	Foundations: Research Methods in Scientist-Practitioner Disciplines in Psychology	*
M 02.23.06	Exam I	Covers Class/Reading Material from 1.21-2.18
W 02.25.06	Assessment Tools of the Scientist-Practitioner: Assessment Interviews	*
M 03.01.06	Assessment Tools of the Scientist-Practitioner: Intelligence Assessment	*
W 03.03.06	Assessment Tools of the Scientist-Practitioner: Personality - Clinical Applications	*
M 03.08.06	Assessment Tools of the Scientist-Practitioner: Personality - Occupational Applications	*
W 03.10.06	Assessment Tools of the Scientist-Practitioner: Behavioral Assessments	*

M 03.15.06	Assessment Tools of the Scientist-Practitioner: Occupational Aptitude & Interests Assessment	*
W 03.17.06	Assessment Tools of the Scientist-Practitioner: Assessment: Its Role in Diagnosis, Intervention, Consultation	*
M 03.22.06	Spring Break	*
W 03.24.06	Spring Break	*
M 03.29.06	Intervention Tools of the Scientist-Practitioner: Individual Therapies & Intervention Programs	*
W 03.31.06	Intervention Tools of the Scientist-Practitioner: Group Therapies & Intervention Programs	*
M 04.05.06	Intervention Tools of the Scientist-Practitioner: Family/Couples Therapies & Intervention Programs	*
W 04.07.06	Intervention Tools of the Scientist-Practitioner: Prevention Planning & Programs	*
M 04.12.06	Intervention Tools of the Scientist-Practitioner: Consultation	*
W 04.14.06	Intervention Tools of the Scientist-Practitioner: Hiring, Selection & Promotion Practices	*
M 04.19.06	Exam II	Covers Class/Reading Material from 2.25-4.19
W 04.21.06	Specialties in Scientist-Practitioner Professions: Student Presentations	*
M 04.26.06	Specialties in Scientist-Practitioner Professions: Student Presentations	*
W 04.28.06	Specialties in Scientist-Practitioner Professions: Student Presentations	*
M 05.03.06	Specialties in Scientist-Practitioner Professions: Student Presentations	*
W 05.01.06	Specialties in Scientist-Practitioner Professions: Student Presentations	*
M 05.10.06	Exam III: 1-3 P.M.	Covers Class/Reading Material from 4.21- 5.10

Previous syllabus:

**INTRODUCTION TO CLINICAL PSYCHOLOGY
PSYCH 446/646**

Course Description: This course is a survey of the science and practice of contemporary clinical psychology. It is designed to offer advanced students a comprehensive overview of the field, and specialties within the discipline and allied fields. The course will examine the role of the clinical psychologist as both scientist and practitioner as well as the specific activities clinical psychologists engage in: assessment, diagnosis, consultation, and intervention. The course explores both the evolution of clinical psychology and more contemporary issues in clinical practice and research, including: community psychology, health psychology, forensic psychology, neuropsychology, pediatric and child clinical psychology, consultation, brief and solution-focused therapies, crisis intervention, and family and group therapies. Contemporary challenges to the practice of clinical psychology will be discussed, including: professional preparation of and practice by masters level clinicians, the impact (social, political, cultural, and economic) of the ethical imperative about multicultural inclusivity on the changing roles of clinical psychologists, prescription privileges for psychologists, and the effects of health care reform and managed care corporations on the provision of services.

Prerequisites: Psychology of Personality OR Abnormal Psychology OR Consent of Instructor AND Junior Standing

Course Objectives:

The general objectives of this course are:

to promote knowledge and understanding of the roles of clinical psychologist as both scientist and practitioner;
to survey the history, science and practice of contemporary clinical psychology; and
to explore contemporary issues in the practice of clinical psychology, (e.g. training models, ethics of multicultural inclusivity, changing roles of clinical psychologists, prescription privileges, and the effects of health care reform).

Teaching Methods: To meet the course objectives, instruction will include:

lectures;
guest lectures;
demonstrations;
readings from the main and ancillary texts;
experiential exercises;
review of relevant articles;
exams; and
class projects.

Students are expected to actively participate in the class by:
attending all classes;
completing assigned readings before the class period in which a topic is

to be addressed; and preparing and submitting class projects by the due dates.

Assignments:

Exams: There are four exams in this class. They are predominantly multiple choice. They cover assigned readings from the text handouts all material covered during class meetings. The final exam is not a comprehensive exam.

Learning Objectives (Study Guides) for the exams are available on-line.

Information Interview & Shadowing Exercise: Each student conducts an information interview with one previously unknown mental health practitioner. Students are expected to research and prepare questions ahead of time in order to enhance the quality of the interview and to minimize the possibilities of wasting valuable time. Some sample questions will be available. Whenever possible, students are encouraged to shadow the mental health professional during a typical day to observe the types of activities in which they engage. Following the interview/shadowing exercises, students write a brief report. Specific guidelines and grading criteria will be provided prior to the assignment.

In-Class Assignment: There will be an in-class assignment that involves participating in a brief demonstration of a psychological assessment and then sharing observations with other students in the class. Completing a required worksheet together will help all students benefit from their own and other's observations of the assessment process.

Field Trip: Subject to timing and availability of the site, there will be a field trip to a mental health facility. Sites chosen during the second week of class. Students will write a brief paper about their observations of the facility. Guidelines will be available.

Presentation about Clinical Specialties: During the second week of class, each student will choose a specialty within the field of clinical psychology. Students choosing the same area work together to complete a class presentation due April 21-May 1. The presentation should include the evolution and history of the specialty, key concepts of the specialty, methods of assessment used in the specialty, and methods of intervention used in the specialty. During at least one part of the presentation, presenters should offer a demonstration of one or more of the methods used by professionals practicing in this specialty area in assessment or intervention. (Note: If your own training doesn't prepare you to ethically demonstrate an assessment or intervention yourself, you should solicit the help of a professional in the field or plan to show video footage to illustrate one of these activities.) The presentation content should be based on scientific journal articles, current texts, and interviews with practicing professionals.

The format of the presentation may include lecture, or a panel presentation, or a poster presentation (must remain up in Winther Hall for one week). Presenters may supplement presentations by bringing in a guest speaker(s), using video or audio footage, engaging class participants in an exercise or demonstration to illustrate key points presenters want to make. Specific guidelines and grading criteria will be provided prior to the assignment.

COURSE OUTLINE

DAY/DATE	TOPIC	ASSIGNMENT
W 01.21.04	Introductions: Participants & Course	Syllabus
M 01.26.04	Part I: Foundations of Clinical Psychology: Mental Health Professions	*
W 01.28.04	Foundations: Graduate Training, Admissions Applications, etc.	*
M 02.02.04	Foundations: Introduction to Clinical Psychology	*
W 02.04.04	Foundations: A Brief History of Clinical Psychology	*
M 02.09.04	Foundations: Current Issues in Clinical Psychology	*
W 02.11.04	Foundations: Research Methods in Clinical Psychology	*
M 02.16.04	Foundations: Research Methods in Clinical Psychology	*
W 02.18.04	Foundations: Abnormal Psychology & Clinical Psychology	*
M 02.23.04	Exam I	*
W 02.25.04	Part II: Clinical Assessment: Assessment Interviews	*
M 03.01.04	Clinical Assessment: Assessment of Intelligence	*
W 03.03.04	Clinical Assessment: Personality Assessment	*
M 03.08.04	Clinical Assessment: Personality Assessment	*
W 03.10.04	Clinical Assessment: Behavioral Assessment	*
M 03.15.04	Clinical Assessment: Demonstrations	*
W 03.17.04	Exam II	*
M 03.22.04	Spring Break	*
W 03.24.04	Spring Break	*
M 03.29.04	Part III: Clinical Interventions: Psychological Interventions	*
W 03.31.04	Psychotherapy: Psychodynamic Traditions & Current Trends	*
M 04.05.04	Psychotherapy: Humanistic Existential Traditions & Current Trends	*
W 04.07.04	Psychotherapy: Behavioral Traditions & Current Trends	*
M 04.12.04	Family/Couples Therapies	*
W 04.14.04	Group Therapies	*
M 04.19.04	Exam III	*
W 04.21.04	Part IV: Specialties in Clinical Psychology: Community Psychology Presentations	*
M 04.26.04	Health Psychology Presentations	*

W	04.28.04	Neuropsychology Presentations	*
M	05.03.04	Forensic Psychology Presentations	*
W	05.01.04	Pediatric Psychology Presentations	*
M	05.10.04	EXAM IV: 1-3 P.M.	*

Bibliography For Revised Course

- Anderson, N., Ones, D. S., Sinangil, H. K., Viswesvaran, C. (2002). *Handbook of industrial, work, and organizational, psychology* (Vol. 1). Thousand Oaks, CA: Sage Publications.
- Anderson, N., Ones, D. S., Sinangil, H. K., Viswesvaran, C. (2002). *Handbook of industrial, work, and organizational, psychology* (Vol. 2). Thousand Oaks, CA: Sage Publications.
- Brooks/Cole (2004). *Codes of ethics for the helping professions*. Belmont, CA: Author.
- Conte, J. M. (2004). Study Guide on CD-ROM to accompany Work in the 21st century/ An introduction to industrial to industrial and organizational psychology (1st ed.) [Computer software]. New York, NY: McGraw-Hill.
- Cullari, S. (Ed.). (1998). *Foundations of clinical psychology*. Needham Heights, MA: Allyn and Bacon.
- Drake, R. E., Merrens, M. R. (Eds.), & Lynde, D. W. (ed.). (2005). *Evidence-based mental health practice: A textbook*. New York, New York: Norton.
- Fagan, T. K., & Wise, P. S. (2000). *School psychology: Past, present and future* (2nd ed.). Bethesda, MD: NASP.
- Fischer, L., & Sorenson, G. P. (1996). *School law for counselors, psychologists, and social workers* (3rd ed.). White Plains, NY: Longman Publishers.
- Freeman, S. J. (2000). *Ethics: An introduction to philosophy and practice*. Belmont, CA: Wadsworth.
- Goldstein, G., & Hersen, M. (Eds.). (1984). *Handbook of Psychological Assessment*. Elmsford, New York: Pergamon Press, Inc.
- Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics*. Boston, MA: Pearson Education

- Jeanneret, R., & Silzer, R. (Eds.). (1998). *Individual psychological assessment: Predicting behavior in organizational settings*. San Francisco, CA: Jossey-Bass.
- Kampwirth, T. J. (2006). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems* (3rd ed.). Upper Saddle River, NY: Pearson Merrill Prentice Hall.
- Koppes, L. (Ed.). (2005). *TIP: The industrial-organizational psychologist*.
- Landy, F. J. (2004). Instructors Resource CD-ROM with instructor's manual, testbank, computerized testbank and powerpoint to accompany *Work in the 21st century/ An introduction to industrial to industrial and organizational psychology* (1st ed.) [Computer software]. New York, NY: McGraw-Hill.
- Landy, F. J., & Conte, J. M. (2004). *Work in the 21st century/An introduction to industrial and organizational psychology*. New York, NY: McGraw-Hill.
- Martin, D. G., & Moore, A. D. (1995). *Basics of clinical practice: A guidebook for trainees in the helping profession*. Prospect Heights, IL: Waveland Press.
- Matthews, J. R., & Walker, C. E. (1997). *Basic skills and professional issues in clinical psychology*. Needham Heights, MA: Allyn and Bacon.
- Nietzel, M. T., Bernstein, D. A., & Milich, R. (1994). *Introduction to clinical psychology* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Plante, T. G. (1999). *Contemporary clinical psychology*. New York, New York: Wiley and Sons, Inc.
- Rogelberg, S. (2002). *Handbook of research methods in industrial and organizational psychology*. Malden, MA: Blackwell Publishers.
- Sattler, J. M. (2001). *Assessment of children: Cognitive applications* (4th ed.). San Diego: author.
- Shinn, M. A., Walker, H. M., & Stoner, G. (Eds.). (2002). *Interventions for academic and behavior problems II: Preventive and remedial approaches*. Bethesda, MD: NASP.
- Sundberg, N. D., Winebarger, A. A., & Taplin, J. R. (). *Clinical psychology: Evolving theory, practice, and research* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Thomas, A., & Grimes, J. (Eds.). (2002). *Best practices in school psychology IV* (Vol. 1). Bethesda, MD: NASP.

- Thomas, J. (2003). *Comprehensive handbook of psychological assessment* (Vol. 4). Hoboken, NJ: John Wiley & Sons, Inc.
- Todd, J., & Bohart, A. C. (1999). *Foundations of clinical and counseling psychology* (3rd ed.). Prospect Heights, IL: Waveland Press.
- Trull, T. J., & Phares, E. J. (2001). *Clinical Psychology* (6th ed.). Belmont, CA: Wadsworth.
- Welfel, E. R. (1998). *Ethics in counseling and psychotherapy: Standards, research, and emerging issues*. Pacific Grove, CA: Brooks/Cole.