

Clinical Psychology Section 01

PSYC 160

Fall 2025 Section 01 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 07/31/2025

Contact Information

Instructor: Glenn M. Callaghan, Ph.D.

Office Location: DMH 322

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Office Hours: M W: 12:30-1:30pm

Classroom: DMH 355

Course Description and Requisites

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.

Prerequisite: PSYC 001.

Letter Graded

* Classroom Protocols

Classroom Protocol

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which things occur. You are responsible for keeping current on any deviations from the class syllabus. Check the course web site if you cannot be in class.

Attendance

Attendance is not strictly required, but it is strongly encouraged, and you will miss the in-class assignments if you do not attend. I expect you to come to every class. Class is the time to have any questions answered that you may have and to help develop ideas you have for the papers in the course.

Classroom Etiquette

There are only a few real issues here, and they are easy. In general, the guiding principles are to **be respectful and attend to what is going on in class**. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
3. Please silence your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
4. Never bring out a cell phone during an examination period.
5. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
6. Do not text message during lecture.
7. Do not sleep during class.

Cell Phone and Personal Computer (Laptop) Use

All of the notes for the course are available for you. If you prefer to take notes on your laptop, you agree to stay focused on the lecture and NOT surf the web as this is distracting to you and those around you.

There is research showing that non-academic web browsing during college class time is related to lower grades [e.g., Ravizza, S. M., Uitzlucht, M. G., & Fenn, K. M. (2017)].

Attending class is something you have paid to do. I will attend to the lecture, and the assumption is that you will, too. If you do not or cannot attend to the lecture, you should not come to class that day. This is not to be anti-technology or unduly aversive, it is to share expectations of professional meetings and interactions that are part of any job.

If you use your phone, computer, or other device to connect to the web or text during class, you will be asked to leave the class.

Professional Communication

The best method of contacting me is via email. Please allow 1 business day for a response. I do not typically respond to email on weekends.

If you have specific questions about an upcoming assignment with respect to material covered, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer, if need be. Please do not send more than 2 to 3 questions at a time.

As a San Jose State University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send.

When sending email, I encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com). If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7).
2. In the greeting, please address your professor by their title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask.
6. Use a polite and respectful tone.
7. Use complete sentences with upper and lower case letters, and do not use abbreviations for words that are often used in text messages.
8. Be sure to use correct grammar and spelling.
9. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
10. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

Needing Help with our Course Website

If you need help, feel lost, are getting behind, or have essential parts of your life needing attention, please reach out to me. I want to make sure that this class is not the most challenging part of your life right now.

We will brainstorm and figure out what is possible to help you succeed at the level you are aiming for in this course. Please reach out as things become challenging so we can create a plan for success that fits your unique situation. Always remember, that sooner we can get in on a challenging situation, the more likely we can remedy it. If you wait too long, sometimes our options are much more limited to help alleviate your stress and allow you to succeed

Needing Help with our Course (in general)

If you see any broken links, can't figure out where something is, or just need help, please email me. I can likely help!

Consent for Recording of Class and Public Sharing of Instructor Material

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **You may NEVER give or sell the course notes or any other course material to an outside agency** (e.g., a study website) as this material is copyrighted and legally protected by both the professor and SJSU.

Education Code of California Law section 66450-52 prohibits any person from selling or otherwise publishing class notes or presentation for a commercial purpose. In addition, Title 5, section 41301 in the Student Code of Conduct for all California State Universities prohibits the publication of academic presentations for commercial purposes.

Members of SJSU work actively to detect compromised coursework made available on the web and will determine the specific source of that compromise. We will seek academic and legal consequences to all individuals who posts any course material to another website (including course notes and test materials).

Distributing course or test material is a violation of academic integrity as well as intellectual property rights. These consequences can include academic dismissal and financial liability in civil court.

With respect to recording lectures, [University Policy S12-7](#) requires students to obtain instructor's permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only.

The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. In order to record a class a written request must be made to the instructor, who will respond in writing. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Please note that the videos shared here in Canvas most often belong to those who hold a copyright. **Do NOT download or distribute any of the videos from this course.**

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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 cheat, plagiarize, or otherwise violate the policy of academic integrity in this course, you will fail that assignment and may fail the entire course. All instances of violations of academic integrity will be reported.

Campus Policy in Compliance with the American Disabilities Act

[Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed. If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
 2. 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.
 3. Critical Thinking Skills. 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.
 4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Goals

This 3 unit course is intended to provide you with an overview of field of clinical psychology. It will focus on a variety of issues pertinent to the field with respect to settings, clients, practice, science, training, ethics, culture, and directions the field is taking. We will also discuss assessment, classification, approaches to therapy, demonstration of clinical effectiveness, the relevance of culture, gender, and other contextual variables, and the ethics that guide practice. We will highlight some general issues around psychological treatments and the theories that guide them. A portion of the class will also cover the different types of graduate study in psychology, focusing on the variety of graduate degrees relevant to clinical practice and research.

In this course, we will emphasize the development of your critical thinking skills. Clinical psychology, like most areas of science, is not a field with easy answers to difficult psychological and philosophical questions. In this vein, we will work to thoughtfully examine the different approaches to study, assess, and alleviate human suffering. This development of critical thinking is intended to help you become more critical consumers and evaluators of psychological services as well as assist with your decisions about your place in the field of psychology.

My assumption is that each student is taking this class because he or she feels it would advantage him or her in some way with respect to their training or graduate school interests or to gain knowledge about being a consumer of psychotherapy. Because of this, you will be required to do not only do the readings for the course, but you will be encouraged to seek out additional references for your own education on topics that seem interesting or pertinent to your professional development

Course Learning Outcomes (CLOs)

CLO1 – Knowledge Base and Critical Thinking Skills – Survey of the Field of Clinical Psychology

Upon successful completion of this course, students will be able to describe the historical roots of clinical psychology and current issues facing the field (e.g., training psychotherapists, cultural competency, the role of diagnosis in treatment planning, evidence based treatment approaches).

CLO2 – Application and Critical Thinking Skills – Graduate Training, Licensing, and Careers in Clinical Psychology

Upon successful completion of this course, students will be able to identify the different types of training programs that lead to different degrees (masters and doctorate), corresponding licenses (MFT, LCSW, licensed clinical psychologist), and the advantages and challenges in each of these professional paths. Describe the different specializations within clinical psychology.

CLO3 – Research Methods – Science of Clinical Psychology

Upon successful completion of this course, students will be able to describe the role of science in the study of clinical psychology and the unique approaches to documenting clinical change and its use in evidence based practice including single case methodology, randomized trials, and the concept of clinical vs. statistical significance. Discuss application of science in evaluating treatments as a consumer.

CLO4 – Knowledge Base, Critical Thinking Skills, and Application – Theoretical Paradigms and General Issues in Psychotherapy

Upon successful completion of this course, students will be able to describe and identify the major theories/models used in the assessment, classification, treatment of psychological problems, the rationale for treatment or technique selection, as well as general issues in psychotherapy.

CLO5 – Knowledge Base and Values – Cultural Sensitivity and Contextual Variables

Upon successful completion of this course, students will be able to identify the role that culture, gender, racial identity, sexual orientation, and other contextual variables play in case conceptualization and psychological interventions, as well as the training of mental health professionals.

CLO6 – Knowledge Base and Values – Ethics in Clinical Psychology

Upon successful completion of this course, students will be able to demonstrate familiarity with the code of ethics and ethical principles for practicing psychotherapists and the limitations of confidentiality.

CLO7 – Knowledge Base and Application of Psychology – Assessment in Clinical Psychology

Upon successful completion of this course, students will be able to identify the types of assessments administered by psychotherapists and the role of assessment in identifying psychological problems and determining psychotherapy interventions. Discuss the scientific evaluation of assessment devices (including reliability and validity) and the importance of these data in determining the value and applicability of these instruments in clinical work.

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

1. Writing in class assignments critically thinking about cultural and contextual variables that impact how client problems are conceptualized
2. Writing in class and out of class assignments designed to think critically about the process of assessment and treatment planning using an idiographic and culturally informed (humility) approach
3. Writing about the role of evidence based interventions as applied to individual problems
4. Developing a full case conceptualization and treatment outline for a vignette case
5. Writing a sample statement of intent showing an understanding of a specific type of training program related to mental health service delivery or topic paper on selected key issues in the field of clinical psychology
6. Taking online quizzes on the text and over a variety of articles spanning critical developments and concepts in the field.

Assumptions for Taking this Course: My assumption is that each student is taking this class because he or she feels it would advantage him or her in some way with respect to their training or graduate school interests. Because of this, you will be required to do not only do the readings for the course, but you are encouraged to seek out additional references for your own education on topics that seem interesting or pertinent to your professional development.

Course Materials

Required Texts/Readings

There are two sources of readings for this course. Both are required reading. The text can be purchased from the bookstore or on-line at your favorite used (or new) book site. There are also readings online. I expect you to have completed the readings prior to the class meeting, including the book and the assigned articles. You will need to do this to answer the online quiz questions for each section. In addition, this will greatly facilitate our discussions and will help you get answers to questions that will arise while you read each assignment.

Required Text:, A. M. (2019). Clinical psychology: Science, practice, and diversity (Fifth edition). Sage Publications. ISBN-13 : 978-1544333618

Required Articles: The articles and chapters for this course are all loaded to Canvas as PDF files. There is not an additional reader to purchase.

Clinical psychology: Science, practice, and diversity

Author: Pomerantz, A. M.

Publisher: Sage Publications

Edition: Fifth

ISBN: 978-1544333618

Availability: Campus bookstore and other online locations

Course Requirements and Assignments

Important Information about Cheating & Plagiarism

The following is **REALLY important** for you to read. In no way do I want to be the plagiarism or cheating police for this course; that is not a role that makes me happy or makes for a great learning atmosphere. SJSU's academic integrity policy is posted later in this syllabus.

I want to send a quick reminder to everyone about two places **cheating & plagiarism** can be an issue for our course:

1. **Using the internet to look up quiz answers** rather than answering the questions yourself. Sometimes it seems easier to just look up these answers other people have posted than to read the textbook and answer them yourself. I get that, but it is cheating if you don't provide your own answers. You can certainly use the book (or digital versions of the book) to find the answers. You cannot simply search the internet for answers others have posted. Those are not your answers, and this is essentially copying someone's answers. Canvas has a way to detect this process, as do I from teaching online for many years (even before Covid). As stated in the syllabus, you cannot do this, or it will count as cheating. Please trust me that this is easy to detect.

2. **Using AI to generate written responses**. Your writing must always be your own, otherwise it is plagiarism. You can use AI to inspire you, to help you consider issues, but your writing must be your own. Again, Canvas has a way to detect this, and there are numerous AI detection programs, and my experience will help here, too. You cannot turn in writing that is not your own. That constitutes cheating.

You cannot do either of these things. Please do not cheat. Please do not make me the *Academic Integrity Police*. **You will fail the assignments, quizzes, and/or the course**, and it just isn't worth it.

Remember that this is your education. Taking the Assignments seriously and working through the Quizzes will help you do better on the Exams, and you will learn the content!

If you have any questions about this or want to talk about this, just let me know. As always, I want you to succeed in this course. I also want you to learn things and, ideally, have a good time. Let's keep our class atmosphere fun, collaborative, and supportive!

Workload estimate per week in PSYC 160 with Dr. Callaghan

The estimates given below are to help you balance your work in this course with other demands on your time. They are estimates and may not line up with how you engage the material. For example, some of us are slower readers, some faster. Some sub-modules have more content to study than others as well.

Task each week	Estimated amount of time
Reading textbook/articles	3 hours
Quiz on readings	1.5 hour
Attend course lectures	2.5 hours
Writing assignments	1 hour per week/average
Total time estimate	~8 hours

These weekly estimates are still below the 9 hour weekly minimum required commitment set by SJSU for a 3 unit course (see next paragraph) given that the additional tasks are not all in one week. However, you will need to work on the two papers across the semester!

University requirement: 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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Source: <https://www.sjsu.edu/curriculum/courses/syllabus-info.php>

Online Quizzes

The “quizzes” are meant to stimulate your reading of the text and articles and keep you ahead of the lecture material. All quizzes will be multiple-choice and will be based on the assigned readings. If you have questions about the quiz or items in the quiz, please see me in office hours. Do not debate or discuss quiz questions via email.

The quizzes are completed on Canvas at your convenience (not during class). They will be available online each week and due according to the schedule below.

NOTE: The quizzes are not due consistently only on Mondays or Wednesdays. These days change.

You **MUST** attend to the schedule of when the quizzes are due! You can log in and out to do the quiz.

The quizzes have a due date, but they **are not time timed**, and they can be completed in multiple sessions.

Quizzes will only be due as posted online by the start of class on that day. Quizzes will not be able to be turned in later than that deadline. Please keep track of your quiz schedule and the scores you receive. Please do not ask me to make a special case for you after you miss a quiz due date **unless** you have a genuine emergency. It is better to ask for this exception before the due date of the assignment.

In-class Responses

I plan to have 6 in-class brief responses based on the activities, demonstrations, and/or discussions that occur during class time. These will be brief and basic but will allow you to explore the content a little bit more. These really are meant to encourage class participation (and attendance) and should help develop your thinking on the topics we discuss.

If you miss an in class assignment, please do NOT ask to do it anyway. Unless you have a medical or university issued excuse, you cannot make these up after they have been completed. You can only turn in the in-class assignment if you came to class that day.

Papers

There are two papers required for the course. You will have a choice for the first paper; you can submit either a statement of intent for graduate school or a clinical psychology topic paper. The final paper for this course is a response to a clinical vignette that everyone will complete. All are explained below.

You must turn in all of your papers as an upload on Canvas and receive a TurnItIn score. You cannot turn in any content generated by AI software. In Canvas, you will receive feedback about the amount of copying or non-human generated text you may have done in your paper before you turn in your final version. You can still correct any mistakes or plagiarism based on this feedback BEFORE you turn in your final copy (of each paper) by the deadline. Once the deadline has arrived, the last version uploaded will be your final draft.

The following file types are compatible with the online process: MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain Text. If you plagiarize your paper, it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university.

If you have not done so already, you MUST complete the SJSU plagiarism tutorial (available here: <http://libguides.sjsu.edu/plagiarism>)

Please contact me with questions or problems BEFORE the papers are due.

Papers are due on the date specified in the syllabus and in class. Papers turned in later than the start of class on the date specified will receive 20% fewer points for each day it is late (beginning the day the paper is due). I will not accept papers turned in more than four days late.

Choice of Writing Assignment: Statement of Intent for Graduate School OR Clinical Psychology Topic Paper

You will have an option to complete one of two assignments (in addition to the final vignette) this semester. Each will have the same due date, and both take time and research to complete.

If you are anticipating applying to a graduate school program in mental health, I encourage you consider this assignment. It is a challenging one, but feedback on this may be useful for your graduate application process. To do this, you will need to identify one specific school you will apply to.

If you are not applying to graduate school in the field of mental health (or at least not yet), you need to choose the Clinical Psychology Topic paper option. You will have three different topics from which to select, but the paper must be on one of those topics.

Statement of Intent Option

If you choose this option, you will work on a complete version of your statement of intent (also called a personal statement) that could be used for applying for graduate study or other post-baccalaureate endeavor.

What you turn in will need to be a final draft, one worthy of submitting to graduate school. The good news is that you will get a lot of feedback about how it would do, if you choose this option for the course.

This is a statement that is written for a particular graduate program, and you will write it as if you are applying to *that program*. Part of this task is choosing a program and then crafting a statement to successfully be considered for admission. That alone will take time to research. There are key elements to this task, and it takes much, much more time than you think it will (or should) take. There will be more information about this discussed in class. This is designed to be useful to you and help with one of the hardest parts of the application process.

Although a statement of intent is typically 2.5 to 3 pages long, most people find it to be one of the more challenging papers they have written.

The full instructions and grading criteria are on Canvas.

Topic Paper Option

For some of you, you may not be ready to attempt the statement of intent, or this is not a fit for your interests, and that is fine. In this case, you will choose this option. You will choose from one of three predetermined topics: evidence-based practice of psychotherapy, sexual misconduct in psychotherapy, or therapy with different cultures.

This paper will be 4-5 pages long and **MUST be referenced** around ALL of your main assertions, facts, and positions that you state. You will need to use several references for your paper. You cannot reference the textbook, the course lectures, or any internet site. You will need to follow the formatting required for the paper

The full instructions and grading criteria are on Canvas.

Final Term Paper: Case Vignette

The vignette response paper is an opportunity for students to apply the knowledge they have gained in the course to a fictitious clinical case. The case provides an opportunity to express and develop knowledge about cultural issues, ethics, treatment planning, diagnostic issues, contextual variables, and more. Writing

on the vignette should begin by mid semester and will take a considerable amount of time. The full assignment is on the course website.

You **MUST** follow the instructions for the write-up as they appear on the assignment. This is a scholarly assignment, but you are allowed to talk in the first person and assume that this is your client. Overall, keep the language more formal and professional. This is how you would talk about your own clients as a psychotherapist.

This vignette assignment will be turned in toward the end of the semester and will be submitted online only, not as a hard copy in person.

The full instructions and grading criteria are on Canvas.

NOTE: There is a lot of writing in this class. You may need to visit the SJSU Writing Center for assistance with your writing.

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring is also available through online platforms.

To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

✓ Grading Information

Your grade will be determined by your performance in four categories of coursework. In total, there are 400 points available in the course.

Assessment Items and Their Value			
	How Many?	% of Final Grade	Points
Course Values Quiz	1	10/400=.25%	10
Online Home Quizzes	10	100/400=25%	10 each = 100

In-class assignments	6	$90/400=22.5\%$	15 each = 90
Paper: Statement of Intent OR Interview	1	$100/400=25\%$	100
Final Paper	1	$100/400=25\%$	100

The grading scheme for this course is determined as follows:

Grade	Percentage
A plus	99 to 100%
A	92.5 to 98.9%
A minus	90 to 92.4%
B plus	87.5 to 89 %
B	82.5 to 87.4%
B minus	80 to 82.4%
C plus	77.5 to 79%
C	72.5 to 77.4%
C minus	70 to 72.4%
D plus	67.5 to 69%

Grade	Percentage
D	62.5 to 67.4%
D minus	60 to 62.4%
F	59% and below

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Psychology 160, Clinical Psychology, Fall, 2023

It is your responsibility to know where we are in the readings and if due dates have been changed. We will work hard to stay on schedule.

Date	Topic	Reading	Quiz Due
8-20	Introduction to course	Read the syllabus!	
8-25, 8-27	Overview of clinical psychology	TEXT: Chapter 1 only p1-5 AND Articles: Szasz; Rosenhan	COURSE VALUES QUIZ <i>Due 8-25</i> Quiz 1 <i>Due 8-27</i>
9-1	Holiday - no class		

9-3, 9-8	Licensing and pathways	<i>Optional readings:</i> LMFT & LPCC Requirements	
9-10, 9-15, 9-17	Training models: PhD & masters	TEXT: Chapter 1: only pp 5-24	Quiz 2 <i>Due 9-10</i>
9-22, 9-24	Applying to clinical graduate programs	<i>Optional articles:</i> Freis & Kraha; Freis et al (2017); Arnold & Horrigan	
9-29, 10-1, 10-6	Ethics of clinical practice	TEXT: Chapter 5	Quiz 3 (Ethics) <i>Due 9-29</i>
10-1	PAPER 1 DUE at class time		
10-8, 10-13, 10-15	Contextual variables & cultural humility	TEXT: Chapter 4 Article: Knapp & VandeCreek AND Handout: <i>Minimal Competences</i>	Quiz 4 (Culture) <i>Due 10-7</i>
10-20, 10-22	Science of psychotherapy: Evidence and accountability	TEXT: Chapter 6 AND pp 253-268	Quiz 5 (Science) <i>Due 10-16</i>

10-27, 10-29	Clinical assessment	TEXT: Chapter 8 & 10	Quiz 6 (Assessment) <i>Due 10-27</i>
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11-3, 11-5	Classification & diagnosing	TEXT: Chapter 7 AND pp 31-34	Quiz 7 (Classification) <i>Due 11-3</i>
11-10, 11-12	Interventions: Models, mechanisms, modalities, & style	TEXT: Chapter 11 only pp 270-278 AND Chapter 16	Quiz 8 (Interventions) <i>Due 11-6</i>
11-17, 11-19	Psychodynamic therapy Humanist/existential approaches	TEXT: Chapter 12 AND Chapter 13	Quiz 9 (Psychodynamic & Humanistic) <i>Due 11-18</i>
11-24, 12-1	Behavior therapy Cognitive Therapy	TEXT: Chapter 14 AND Chapter 15 AND Article: Lilienfeld & Arkowitz, (2007) <i>Optional:</i> Deville (2002)	Quiz 10 (Behavior & Cognitive) <i>Due 11-25</i>
11-26	No classes		
12-3, 12-8	Mindfulness in psychotherapy	<i>Optional readings:</i> Handout: MBSR overview articles: MBSR meta-analysis; MBCT for MDD; Buddhism (primer)	

12-3-24	Final paper due at class time
12-12-24	Final meeting time Thursday, December 12, 3:15-5:15 per SJSU