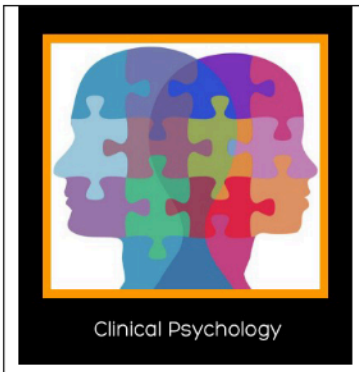


CLINICAL PSYCHOLOGY: PSYCH 344

Summer 2025 Hunter College

Location: TUESDAYS Your HOME!
Thursdays HW 619

TIME: 5:45 – 9:19 PM

Instructor: Dawn D. Dugan, Ph.D.

Office: by appointment and before class on Thursdays

Email: dd552@hunter.cuny.edu

some of the course content and assignments, as well as required or optional activities, are online via Brightspace.

Psychology Department is located in Room 611 North Building
Phone: (212) 772-5550
Fax: (212) 772-5620

REQUIRED TEXTS: (They are posted on Brigthspace)

Kramer, G.P., Bernstein, D.A. & Phares, V. (2009). Introduction to Clinical Psychology (Seventh Edition). Pearson Prentice Hall: Upper Saddle River, NJ.

Wedding, D. & Corsini, R.J. (2011) Case Studies in Psychotherapy (Seventh Edition). Brooks/Cole. Cengage Learning: Belmont, CA.

****Additional Readings will be posted on Blackboard****

Communication: All non-urgent matters should be communicated via the instructor's email (dd552@hunter.cuny.edu). I will check my email one time per day and will respond to all emails sent during the week within 24 hours and within 48 hours over the weekend.

Course Description (i.e., What's this course all about?)

Welcome to Introduction to Clinical Psychology. This course will provide an overview of the field of clinical psychology. While many people believe that psychotherapy is the primary activity that clinical psychologists engage in, we will examine the wide range of activities that clinical psychologists are involved in including diagnosis, research, teaching, assessment, administration, and consultation. We will accomplish this goal through a series of lectures, readings, exercises, films, and demonstrations. In particular, we will focus on the scientific basis for the practice of clinical psychology. We will also be exploring some of the current "hot topics" and long standing controversies in our field. Upon completion of this course, you will have a good understanding of the breadth of activities and settings in which clinical psychologists participate. You will also be better prepared to be a consumer of psychological science and will be oriented towards the steps needed to gain additional training in this field. Remember, this is a class to learn more about "what the field is about" and is not designed to teach you "how to" be a clinical psychologist. This course is important to students who are considering a career in clinical psychology or any related area.

Learning Objectives. By the end of the course you should be able to:

- Describe the types of questions clinical psychologists ask and realize that appropriate research methods must be employed in order to answer them.
- Demonstrate an understanding of how clinical psychologists approach mental health from a biological, cognitive, and social perspective.
- Explain the importance of the scientist practitioner model of clinical psychology.
- Identify the major tasks and responsibilities of clinical psychologists as health care professionals.
- Engage with the ethical framework for the practice of psychology.
- Identify diversity issues as they relate to clinical psychology.
- Demonstrate an increased ability to participate in the field of clinical

psychology as a consumer, advocate, or practitioner.

· Communicate effectively about clinical psychological science in both written and oral formats.

Learning Resources and Teaching Methods (i.e., How am I going to learn all this?)

A. The Textbook: The text provides a good introduction to the field of clinical psychology. The reading for a particular lecture is listed immediately to the right of the lecture on the next page of the syllabus. Please complete these readings prior to the corresponding lecture.

B. The Supplemental Readings: Textbooks and lectures are necessarily third party presentations of information. I have selected several required supplementary required readings that compliment some of the topics covered in lecture in order to give you first- hand accounts of research, clinical practice, and ethical guidelines. The titles of readings for each lecture are abbreviated on the schedule. The supplemental readings may change from this original list somewhat as new and exciting research is released or in response to the interests of the class. Supplemental articles are posted on the course website. The APA Ethics Code including 2010 amendments can be downloaded for free directly from the APA website: http://www.apa.org/ethics/code/index.aspx.

C. Letures and Discussion: This course will contain some lecture and discussion. The lectures will both help to clarify the topics in the textbook as well as expand upon textbook material in new ways. The Discussions will allow you to think about the material critically. Sometimes we will look more intensively at particular topics, review original research studies, update certain topics with cutting edge research, and apply topics to real life events. I will also show videos and try demonstrations that are not described in your text. You are expected to attend all lectures. If you know that you will miss a lecture due to religious holiday or university activity, please discuss this with me in advance.

D. In class exercises: We will be participating in a number of activities during class time, including Discussion Groups, "1minute response papers," small experiments, and class debates. These activities are intended to provide you with a chance to engage actively with course material, share your ideas, and learn from your classmates. Attendance at class sessions is required.

E. Office Hours: Please visit me during office hours!!! Ask questions about course material, or just discuss psychology. It would be great to meet you. Office hours give us a chance to talk individually, which means that I don't always do all the talking! If your schedule conflicts with the weekly office hours, meetings may be arranged by appointment. You can also contact me by email.

Grading Policy (How will I be successful in obtaining the grade that I want?)

Your final grade will consist of many types of assessment as some students are better at test taking, while others prefer papers. We will have a midterm (Take home) worth 10 % of your grade and a final worth 15% of your grade. There will be a short-written assignment that is worth 15% of your grade (Case Study) and a longer paper due at the end of the semester that will be worth 20% of your grade. There will be daily short assignments and they will be worth 15% of your grade. Discussion Board posts are worth 15% of your grade. Class participation will be worth 10% of your grade. (Hunter Grading is listed below for your reference)

A+	97.5 - 100	C+	77.5 – 79.9
A	92.5 - 97.4	C	70.0 – 77.4
A-	90.0 - 92.4	D	60.0 - 69.9
B+	87.5 - 89.9	F	0.0 – 59.9
B	82.5 – 87.4		
B-	80.0 – 82.4		

Class Discussion Boards -There will be 3 discussion boards. You will need to post and respond to 2 classmates' posts. You will need to use factual information and provide references for Discussion Boards. I expect that all members of our online community will post respectfully and in a professional manner. Here are some rules and helpful advice for our Discussions:

1) Please support what you are saying with facts! Make sure you cite your sources!
2) Stay on topic – Don't post irrelevant links or pictures.
3) Don't write anything that sounds angry or sarcastic, even if it is a joke. It is sometimes difficult to understand in an online forum.
4) Be respectful of your classmates and their views. Acknowledge that others are entitled to have different ideas/ beliefs. Do not badmouth other people.
5) Make sure you run a spelling and grammar check before posting!

Note: You will not earn credit for posts that do not meet the criteria.
TO earn full credit you should contribute to discussions in a timely manner. Comments should be meaningful and show a level of preparedness. Should demonstrate courtesy and respect to all members of the community. You should post a comment and respond with a question or thoughtful comment to 2 classmate's posts. You should post your initial comment the first week

Interview Assignment – Short Paper – (Part 1) You will create a "fictional character" with or without a mental health problem. You should use a source to base your character on (movies, television, historical person, book). You must write a short description of your character that includes background characteristics, psychological history, current stressors, presenting problems, and psychiatric diagnosis (if applicable). Do not discuss your case with other students. Use bullet points to support diagnosis. (1 page)

Part II – You will pair up in class with another student and you will interview each other on (Attendance to this class is mandatory) After the interview, you will prepare an assessment report based on your interview in which you include a diagnosis (if applicable). (3-4 double spaced pages)

Longer term paper 6-7 pages double spaced –
Choose a clinical intervention that we discussed over the course of the semester and discuss the background, provide an overview and discuss common techniques associated with the intervention you choose (eg. existential, gestalt, interpersonal, positive psychotherapy, integrative psychotherapies) (2 pages double spaced). Then use one of the case studies in the Wedding and Corsini (2011) text. Discuss if the intervention you described would be appropriate for the case study that you chose. Describe what techniques from the clinical intervention would apply. Look up at least 3 additional resources to see if the treatment you chose is an empirically supported treatment for the case study you chose.

Participation Policy
You are responsible for coming to class on time. Every class that you are an active participant you will earn 1 point towards your participation grade. To receive full participation, you should:

1) **Have your camera on (Tuesday classes) (you can blur background or use a filter) If it is 100% not possible, then please let me know.**
2) **Participate in discussions (in chat, raising hand, talking in break out rooms, emailing me, answering polls)**

NOTE: This syllabus is tentative and subject to change based on the needs of the class. All changes will be communicated through the ANNOUNCEMENT section of BLACKBOARD. Make sure you check the email associated with your Blackboard account.

Date	Lecture Topics	Readings	Class / Home Tasks
T 5/27	Class Asynchronous	Syllabus	Answer Quesitons on Brightspace Complete Padlet
TH 5/29	Introductions: Review Syllabus What is Clinical Psychology?	Syllabus	Write Case study outline Due 6/3
T 6/3	History of Clinical Psychology	Kramer et al. 1-47	Read : Historical Roots for Mental Health Disparities – Due 6/5
Th 6/5	Class Does Not Meet		Psychodynamic Kramer 176-193 WATCH Video on Psychodynamic therapy Read Case Study 1: Simone Complete Reflection questions Due 6/10
T 6/10	1)Assessment Interviewing and the Therapeutic Alliance 2)Cultural Competence	Kramer et al 49-111	Read Case Study 14: Almas Complete Reflection questions Due 6/12
TH 6/12	Humanistic Approach In Class Interviewing Activity – (Attendance is mandatory! Immediately following lecture. We will meet the entire time today!)	Kramer et al. 193-204	Watch Gloria Video answer Response questions Case Study 3: David Complete

			Reflection Questions. Due 6/17
T 6/17	Behavioral Assessment and Therapy	Kramer et al. 208 - 218	Short Assignment Due (Interview Task) Case Study 5: The Reverend and Reflection questions 2) Create a short treatment plan to treat a client with a phobia. Upload under phobia. Due 6/24
Th 6/19	Juneteenth!	Class Does not meet!!	Day off!!
T 6/24	Cognitive Therapies	Kramer 227-232	On Line Midterm Due at Midnight! Case Study 6: Depressed Suicidal Patient and Reflection Questions 1) Watch Gloria Video Part 2 (Ellis) 2) Answer short survey about video Due 6/26
TH 6/26	Special Topic	Kramer 284-331	Catch Up!
T 7/1	Other Modes of Clinical Interventions	Kramer- 237-250	Case study 10: Family Therapy Complete

			Reflection Questions Due 7/3
TH 7/3	Alternative Therapies – Mindfulness Based Approaches	Kramer et al. 315-3	Case Study 11: Contemplative Psychotherapies Complete Reflection Questions Due 7/8
T 7/8	Other Career possibilities related to Clinical: Health Psychology, Forensic Psychology, Neuropsychology, School Psychology Graduate School	Kramer 337-378	Take Home Final Due Tonight at Midnight

"Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures."

ADA Policy (Suggested language from the Office of AccessABILITY)

"In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772-4857 or (212) 650-3230."

Hunter College Policy on Sexual Misconduct: "In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.
a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf

Additional Resources :

- _Office of Assessment http://www.hunter.cuny.edu/academicassessment
- _ACERT - Academic Center for Excellence in Research & Teaching http://acert.hunter.cuny.edu
- _Technology Teaching & Learning Group, ICIT http://www.hunter.cuny.edu/ttlg