

**PSYCHOLOGY 130 - CLINICAL PSYCHOLOGY
SUMMER, 2000**

1. Instructor:

James P. McHale
3435 Tolman Hall; 642-7093 or 642-5292 (messages only)
Office Hours: Before and after class, and by appt.

2. Class Meeting Days and Times:

Class Meetings:	Mon. & Weds.	12 noon - 2:30 pm 60 Evans
Section Meetings:	Friday	12 noon - 2:30 pm 3112 Tolman Hall

3. Texts:

Required

Neitzel, M., Speltz, M., McCauley, E. & Bernstein, D. (1998) *Abnormal Psychology*,
Needham Heights, MA: Allyn & Bacon.

Recommended

Diagnostic and Statistical Manual of Mental Disorders, 4th Edition (DSM-IV).
American Psychological Association.

4. Course Description:

Psychology 130 provides a broad introduction to the field of clinical psychology, and includes coverage of psychopathology, its causes, and what is known about preventing and alleviating it. The scientific basis of clinical psychology is emphasized, with a principal focus on psychological problems in adulthood. A related course, Developmental Psychopathology, covers clinical problems during childhood and adolescence.

This offering of Psychology 130 is divided into two "parts". The first "part" (weeks one through three of the semester) is concerned with the foundations of clinical psychology. We begin by examining students' own background knowledge and understanding of abnormal behavior, and discuss how clinical psychologists think about concepts of normality and abnormality. We then cover major paradigms for understanding psychopathology; the field's current system for diagnosing and categorizing disorders; approaches to psychological assessment and questions important to answer in such assessments; ways of intervening; and ethical and legal issues for the profession. In part two of the course (weeks four through six), we examine major problems of concern to clinical psychologists, including schizophrenia, mood disorders and suicide, anxiety disorders, and personality disorders.

Class meetings will primarily follow a traditional lecture format, though occasional use will be made of videotapes, films, and in-class writing or discussion assignments. Please note that lectures will frequently feature material not covered in the text, and that not all assigned chapters will receive coverage in class. Attendance at Friday discussion sections is optional. Students may bring questions about lectures, text material, or outside, related interests. Students are not responsible for any material discussed on Fridays; these meetings are only for those interested in attending, and the agenda for these meetings will be left completely up to the students who attend. Please note, however, that there are two exceptions. First, because May 31 (Monday) is Memorial day and class will not be held, we will need to make up that class on Friday during the discussion section time. Second, the final exam will be given during the Friday section period. On these two Fridays (June 2, and June 30), and these two Fridays only, the class will meet in 60 Evans and not in 3112 Tolman Hall.

5. Exam Dates and Determination of Grades:

The dates for the mid-term and final are as follows:

Midterm: Wednesday, June 7, 12:00-2:30 pm, 60 Evans

Final: Friday, June 30, 12:00-2:30 pm, 60 Evans

Please mark these dates on your calendar. No make-up for the mid-term will be given, and no "extra credit" projects are available. In exceptional cases such as documented medical emergencies requiring hospitalization, incarceration, or other documented major crises (events such as having a plane flight back home the day before the test do not constitute exceptional circumstances), students may be given the option of staying after the final exam to answer additional essay questions from the first half of the course. Please do not miss the mid-term. **If you know now that you will be away for the mid-term or final, you should plan to enroll for the course during the coming academic year or next summer.** This is a firm rule, and I will have to repeat it to you verbatim if you ask for special treatment.

Both the mid-term and final exams will consist of twenty multiple choice, true-false, and/or matching questions; five short answer questions; and one major essay (see below). Please note now that the reading load will be somewhat heavier in the second half of the course, so that you can plan accordingly. Your final grade will be determined by the percentage of possible points you earn on the midterm and final. As a gesture to those of you who may be somewhat busier during one portion of the semester, we will assign greater weight to the **higher** of your two exam grades - so that the higher grade is worth 60% and the lower grade is worth 40%. For those interested, here's how to calculate your own final grade for the class:

Multiply points earned on your poorer exam by four: _____
Multiply points earned on your better exam by six: _____
Add any points earned from extra credit writing: _____
Add these 3 numbers, and then divide by ten: _____

This number reflects the percent of possible points you earned. Grades will be assigned as summarized at the top of the next page:

90 - 100%	A
80 - 89	B
70 - 79	C
60 - 69	D
below 60%	F

You must bring SCANTRON sheets and blue books (available at the ASUC store) to the exams. Terry Chi, an advanced graduate student in clinical psychology, will be reading your examinations and will hold an office hour following the exam (time and place TBA) should you have any questions about grading. You can also contact Terry by phoning 642-2055.

As an incentive to attend class, we offer up to 10 extra credit points for completing in-class writing assignments. **No make-ups for missed extra credit writing assignments are available, for any reason.** These are "bonus" points only, linked 100% to your in-class attendance. We will never accept writing assignments turned in the next day because the student "forgot" to turn in their work the day of class. Please do not ask to make up missed writing assignments or to turn in an assignment after the fact. Note too that there is no curve, meaning that students are not in competition with one another for grades.

Please read the following information very, very carefully:

Students in Psych 130 are required to take part in the Research Participation Pool (RPP) program. This means that you are **required** to acquire **three** experimental points by the end of the semester. If you fail to do so, your final grade will be affected. Those who do not fulfill the RPP requirement will have their final grade lowered by 5%. So, for example, if you earned an 82 in the class (a "B") but neglected the RPP, you would lose 4 points (5% of 82), dropping your grade to 78, or a final grade of "C". This is the department's policy, not the instructor's. At least three students put off RPP participation until it is too late every year - please don't be one of those people this year. There's nothing that can be done after the fact.

You will receive an overview of this program today, and complete a background screening instrument constituting the first of your three experimental points. It then becomes your responsibility to complete the points and maintain your own credit tracking card. Bring your completed credit tracking cards to class the day of the final exam. Do not forget. And do not give them to Dr. McHale prior to the final exam date. **Finally, DO NOT, under any circumstances, come to the instructor with complaints about problems you encounter with the RPP or the experimenters. Instead, go directly to speak with Mr. Al Brown in the Psychology Department (3210 Tolman) or e-mail rpp@socrates.berkeley.edu.**

6. Course Expectations:

The aim of Psychology 130 is to provide a thorough introduction to the ways that clinical psychologists think about, intervene with, and attempt to prevent psychological problems. Throughout the course, students will be asked to critically evaluate arguments and evidence pertaining to the study of clinical phenomena so that by the end of the course they will have formulated informed opinions about the complex causes of different psychopathologies. The

essay question that will appear on the final exam is as follows:

Discuss the relative contributions of biological and environmental factors in the development of two **different** disorders. Outline and critically evaluate the existing **empirical** evidence regarding what is currently known about **causes** of these two disorders, and what we have yet to learn. What implications, if any, does the research you've reviewed have for (a) intervention with, and (b) prevention of, the two target disorders?

The final essay should demonstrate students' understanding of key theoretical positions and methods of study. It must also incorporate and critically analyze the quality of key research evidence. Answers should demonstrate that the student has given this question careful thought and reflection, including not only the paradigms and findings they heard about in lectures and in reading the text, but also studies and critiques drawn from recent scientific literature and/or from the DSM IV. Essays that do nothing more than regurgitate back that which was said in class will receive no higher than a "C" grade.

To get the most out of this course, students should: (1) arrive on time for class - tardiness disrupts others and prevents you from hearing important organizational messages and the summaries and transitions between topics that provide much of the course's coherence; (2) actively contribute to discussions and share your ideas; and (3) stay after class to talk to the instructor if you have questions or problems. Participating fully in the course will help you to maintain the clearest and crispest perspective on the material and avoid feeling "swamped" as the course progresses.

7. Course Meetings and Topics

May 22	RPP; Concepts of normality and abnormality
May 24	Major paradigms in clinical psychology
May 26	Discussion Section (attendance optional), 3140 Tolman
Readings:	Chapters 1 and 2
May 29	No class - Memorial day holiday
May 31	Classification and Assessment
June 2	Methods of Intervention (attendance expected), 60 Evans
Readings:	Chapters 15, 16, and 17
June 5	Ethical, Legal and Forensic Issues
June 7	MIDTERM EXAM
June 9	Discussion Section (attendance optional), 3140 Tolman
Readings:	Chapter 18 (read before exam #1)
June 12	Schizophrenia
June 14	Mood Disorders
June 16	Discussion Section (attendance optional), 3140 Tolman
Readings:	Chapters 8, 9, and 10

June 19 Anxiety Disorders
June 21 Personality Disorders
June 23 Discussion Section (attendance optional), 3140 Tolman
Readings: Chapters 5, 6, 7 and 12

June 26 Topic To Be Announced
June 28 Topic To Be Announced
June 30 FINAL EXAM, 60 Evans
Readings: Chapters 11 and 13

CASE EXERCISE AND WRITING ASSIGNMENT #1

Slumping in a comfortable leather chair, Ernest H., a 35-year-old city policeman, looked skeptically at his therapist as he struggled to relate a series of problems. His recent inability to maintain an erection when making love to his wife was the immediate reason for his seeking therapy, but after gentle prodding from the therapist, Ernest recounted a host of other difficulties, some of them dating from his childhood but most originating during the previous several years.

Ernest's childhood had not been a happy one. His mother, whom he loved dearly, died when he was only six, and for the next ten years he lived either with his father or with a maternal aunt. His father drank so heavily that he seldom managed to get through any day without some alcohol. Moreover, the man's moods were extremely variable; he had even spent several months in a state hospital with a diagnosis of "manic-depressive psychosis." The father's income was irregular and never enough to pay bills on time or to allow his son and himself to live in any but the most run-down neighborhoods. At times the father was totally incapable of caring for himself, let alone his son. Ernest would then spend weeks, sometimes months, with his aunt in a nearby suburb.

Despite these apparent handicaps, Ernest completed high school and entered the tuition-free city university. He earned his miscellaneous living expenses by waiting tables at a small restaurant. During these college years his psychological problems began to concern him. He often became profoundly depressed, for no apparent reason, and these bouts of sadness were sometimes followed by periods of manic elation. His lack of control over these mood swings troubled him greatly, for he had observed this same pattern in his alcoholic father. He also felt an acute self-consciousness with people who he felt had authority over him -- his boss, his professors, and even some of his classmates, with whom he compared himself unfavorably. He was especially sensitive about his clothes, which were old and worn compared with those of his peers; their families had more money than his.

It was on the opening day of classes in his junior year when he first saw his future wife. When the tall, slender young woman moved to her seat with grace and self-assurance, his were not the only eyes that followed her. He spend the rest of that semester watching her from afar, taking care to sit where he could glance over at her without being conspicuous. Then one day, as they and the other students were leaving class, they bumped into each other quite by accident, and her warmth and charm emboldened him to ask her to join him for some coffee. When she said yes, he almost wished she had not.

Amazingly enough, as he saw it, they soon fell in love, and before the end of his senior year they were married. Ernest could never quite believe that his wife, as intelligent a woman as she was beautiful, really cared for him. As the years wore on, his doubts about himself, and about her feelings toward him, would continue to grow.

He hoped to enter law school, and both his grades and law school boards made these plans a possibility, but he decided instead to enter the police academy. His reasons, as he related them to his therapist, had to do with doubts about his intellectual abilities, as well as his increasing uneasiness in situations in which he felt himself being evaluated. Seminars had become unbearable for him in his last year in college, and he had hopes that the badge and uniform of a police officer would give him the instant recognition and respect that he seemed incapable of earning on his own.

To help him get through the academy, his wife quit college at the end of her junior year, against Ernest's pleas, and sought a secretarial job. He felt she was far brighter than he and saw no reason why she should sacrifice her potential to help him make his way in life. But at the same time he recognized the fiscal realities and grudgingly accepted her financial support.

The police academy proved to be even more stressful than college. Ernest's mood swings, although less frequent, still troubled him. And like his father, who was now confined to a state mental hospital, he drank to ease his psychological pain. He felt that his instructors considered him a fool when he had difficulty standing up in front of the class to give an answer that he himself knew was correct. But he made it through the physical, intellectual, and social rigors of the academy, and he was assigned to foot patrol in one of the wealthier sections of the city.

Several years later, when it seemed that life should be getting easier, he found himself in even greater turmoil. Now 32 years old, with a fairly secure job that paid reasonably well, he began to think of starting a family. His wife wanted this as well, and it was at this time that his problems with impotence began. He thought at first it was the alcohol -- he was drinking at least six ounces of bourbon every night, except when on the swing shift. Soon, though, he began to wonder whether he was actually avoiding the responsibility of having a child, and later he began to doubt that his wife really found him attractive and desirable. The more understanding and patient she was about his sometimes frantic efforts to consummate sex with her, the less "manly" he felt himself to be. He was unable to accept help from his wife, for he did not believe that this was the "right" way to maintain a sexual relationship. The problems in bed spread to other areas of their lives. The less often they made love, the more suspicious he was of his wife, for she had become even more beautiful and vibrant as she entered her thirties. In addition, she had been promoted to the position of administrative assistant at the law firm where she worked. She would mention -- perhaps to taunt him -- long, martini-filled lunches with her boss at a posh uptown restaurant.

The impetus for his contacting the therapist was an ugly argument with his wife one evening when she came home from work after ten. Ernest had been agitated for several days. To combat his fear that he was losing control, he had consumed almost a full bottle of bourbon each night. By the time his wife walked in the door on that final evening, Ernest was very drunk, and he attacked her both verbally and physically about her alleged infidelity. In her own anger and fear, she questioned his masculinity in striking a woman and taunted him with the disappointments of their lovemaking. Ernest stormed out of the house, spent the night at a local bar, and the next day somehow pulled himself together enough to seek professional help.