

Clinical Psychology Spring 2024

Course Information

- PSY 354, Section 01
- Tu/Th 9:00-10:15a.m., Roop Hall, Room 1
- Backup Zoom link: <https://zoom.us/j/95478376025?pwd=SkJRSHJkMmtWY1V5TkhDVTBtaU1lQT09>

Professor Information

- Professor: Dr. Taryn A. Myers
- Office: Roop 3
- E-mail: tmyers@vwu.edu
 - E-mail is the best way to reach me. I check my e-mail multiple times per day and it is sent to my smartphone. However, if your e-mail requires more than a sentence or two to answer, I will usually ask that you come see me after class or set up an appointment to discuss the topic in more detail.
- Office Hours
 - By appointment on Zoom, Teams, or Google Meet via Calendly: <https://calendly.com/drtarynmyers>
 - Please feel free to come to me with any questions or concerns. I cannot assist you with problems that I am not aware of. If you do not understand something, please ask. I am always willing to sit down with you at any time.
- VWU number to call for class closings and delays due to inclement weather: (757) 455-5711
 - Or check the top of the page at www.vwu.edu – a banner will be displayed across the top with relevant information on closings and delays.

Required Texts

- Pomerantz, A. M. *Clinical Psychology: Science, Practice, and Diversity (Sage Vantage ed.)*. ISBN: 9781071891063.
- Wedding, D., & Corsini, R. J. (2014). *Case Studies in Psychotherapy (7th ed.)*. ISBN: 9780840032577.

Orientation

This is a 300-level course with prerequisites of PSY 101 or 102 and Junior or Senior standing, thus, a moderate level of sophistication regarding general psychology and methods for studying psychology is assumed. Those without such background who are unwilling to put in extra work to compensate for any deficiencies may experience limited success.

Course Purpose and Objectives

This course will introduce students to the field of clinical psychology through a primary focus on the different theories and modalities of psychotherapy. Time will also be spent addressing the other roles of clinical psychologists. Objectives for student learning are as follows:

1. Learn about the different therapies and techniques used by clinical psychologists.
2. Be exposed to writings by the creators or proponents of each of these methods.
3. Gain first-hand experience of the therapy process via videos, role-plays, and assignments.
4. Learn about the writing skills used by clinical psychologists in research and practice, and implement these skills via assignments and exams.

Blackboard

Throughout the semester, class assignments, handouts, and general guidance about various aspects of this course may be made available on Blackboard, Virginia Wesleyan University's on-line course management system. To log into Blackboard, you will need your VWU e-mail address and password. Once in the system, you will find a course listing for Clinical Psychology. ***It is your responsibility to check Blackboard on a regular basis in order to download copies of materials you will need to participate fully in class discussions and activities.*** Further information about the use of Blackboard in this course will be provided in class.

Attendance & Participation**100 points**

I fully recognize that there will be times where you cannot attend class due to illness, responsibilities for other family members, caretaking for sick friends or relatives, work at an essential job, etc. Therefore, I do not take points off for missing classes. However, I will take attendance each day as recommended by the Office of Academic Affairs. I will check in on you if you are missing more than two classes in a row to make sure you are okay.

That being said, *if you are healthy and have the time, yet choose not to come to class, you are still responsible for all material covered in class.* In addition, you are also responsible for any announcements made in class, which may include, but are not limited to, changes regarding the syllabus, exam dates, and assignments.

I would strongly recommend getting the contact information of a fellow student in case you miss a class and need the notes. I will not provide anyone with a copy of my personal class notes.

The format of the class will include lecture, hands-on activities, and discussion. I encourage you to share your questions, opinions, and comments to the extent that you feel comfortable. However, this class is NOT the appropriate forum for discussing personal issues relating to the class material (i.e., your, your friend's, or your family members' struggles with one of the disorders we discuss, etc.). If you are experiencing these difficulties, or know someone else who is, proper referral information can be provided, but please note that I will NOT be able to serve as your therapist or provide advice beyond this referral information because of ethical guidelines set forth by the American Psychological Association. Information for the VWU Counseling Center is provided later in this syllabus.

Please also be aware that some of the topics we discuss will relate to personal issues and may foster strong opinions in each of us. We will strive to keep communication in the classroom civil and respectful. Also be aware that some of the terminology and topics discussed in the context of certain disorders may be uncomfortable, offensive, and/or objectionable to some. We will discuss these issues because of their relevance to the material that are central to this class and to our knowledge in this area.

Masking

I highly recommend masking due to rising rates of repertory viruses and issues of equity. Recent data shows that single cloth or surgical masks are less effective than we thought. Therefore, you should **invest in some heavier duty masks.** I have purchased KF94s and N95s (easily but unfortunately not cheaply found on Amazon) and will be wearing them during our class.

Illnesses and Missed Classes

If you have ANY illness, even if you think it is just a cold or food poisoning, do NOT come to class. Even with a mask on, you may risk transmitting this illness to others. If you are feeling up to it, you may sign on to the Zoom link for the class and participate remotely. However, if it is best for you to just rest, please do not feel the obligation to do so.

If you must miss class for a reason such as tending for a sick family member or travelling for an athletic event and are able to sign on to the Zoom link and participate remotely, you can feel free to do so. However, you can also get the notes from a classmate or meet with me via Zoom, Teams, or Hangouts to go over what you missed as we would do in non-COVID times.

Contingency Plan

If I or a member of my family develops COVID-19 or another contagious illness and I am still able to teach class, we will meet via Zoom for the duration of the illness. Our class will follow the exact same format, including lecture via screen sharing and group work via breakout rooms. Once I am cleared to return to campus, we would then return to our normal in-person meetings in our assigned classroom.

In the case that I am not able to teach class due to my own illness or that of a family member, you can expect to be notified by me or the office of Academic Affairs. This notification will include instructions about how the course will proceed.

Student Video/Photo Recording

To ensure open dialogue about the difficult topics covered in our course material, class meetings may not be recorded by students (either audio or video) unless it is for purposes approved by the Learning Resource Center. Violations of this policy may result in penalties up to and including failing the course at the instructor's discretion. Additionally, any recording without knowledge and consent violates a number of policies in the VWU Student Handbook and students can be subject to additional sanctions from the Office of Campus Life.

Camera Usage on Zoom

If you must attend class via Zoom, I encourage you to use your camera if possible to foster a sense of connection. Students attending class meetings remotely may, at their discretion, keep their cameras turned off. Students whose cameras are turned off are expected to be active participants in class, either by speaking aloud or typing in the chat box in Zoom. Students who will be around others (roommates, family members, etc.) and want to maintain privacy are encouraged to use earbuds or headsets during class discussion. Students who do not feel comfortable or safe discussing a topic aloud should make use of the chat ask questions and make their class contributions.

Meeting with Dr. Myers

10 points

Each student will be required to set up a brief (5-10 minute) meeting with Dr. Myers by **Tuesday, 2/20** via Zoom, Teams, or Google Hangouts (schedule all types of meetings at: www.calendly.com/drtarynmyers). This meeting will be an opportunity for you to get to know each other, be aware of how to set up a meeting with Dr. Myers, and ask any questions you have about the work for the semester. This meeting is a good opportunity to discuss your topics for the various assignments for the semester. You will receive **10 points** simply for attending your scheduled meeting.

Sage Vantage Reading Assignments

100 pts

Your main textbook (Pomerantz, *Clinical Psychology: Science, Practice, and Diversity*) is housed on the publisher's platform, Sage Vantage. For each chapter that you read and work through, you will be given questions to answer. For each chapter, you will be assigned **10 points**, received on completion (not based on your scores). You will be responsible for 10 of these assignments throughout the semester, meaning you have several "freebies" for when you need a break, some extra time, etc. However, it is still recommended that you read all of the chapters.

Exams

200 pts

Exams will consist of take-home short answer questions and will include information from the text as well as material presented in the lectures and from class discussions. There will be two take-home exams – a midterm and a final. The final will *not* be cumulative. Each exam will be worth **100 points**. Students will be expected to work independently on these exams. These papers will be uploaded via SafeAssignment, which detects plagiarism both from online sources and from the papers of other students in the course. *Students caught collaborating or cheating on exams will be dealt with severely according to the Honor Code.*

Short Reaction Papers

100 pts

Throughout the semester, we will have multiple guest speakers and you be asked to engage in role-playing and other activities to illustrate the techniques we will discuss in class. On 10 of those occasions, you will be asked to write a short (1-2 page) reaction paper assignment worth **10 points each for a total of 100 points** to help you to process your experience. Assignments will be given in class the day of the activity. Sometimes the assignments will be able to be completed in class; otherwise, students will have 1 week to complete the assignment from that date. These assignments will allow students to practice their clinical writing skills.

Case Project Assignments (CPAs)

150 pts

You will be asked to complete a series of assignments throughout the semester focusing on a case and which of the empirically-supported assessments and treatments we talk about throughout the semester would be most appropriate for the case's diagnosis.

Tips:

All of these assignments can be completed in bulleted format, unless you prefer to write in paragraphs. Be honest with yourself and with me about what the research says about whether a treatment would work for your case. At the end of each assignment, include a reference list in APA style.

More relevant, recent (since 2000), primary sources will make your paper better.

Your sources for each assignment should consist of edited and/or peer-reviewed journal articles, books, and/or book chapters. (**Wikipedia, WebMD, most web sources, and your textbooks are *not* scholarly references!**)

Overview: Pick a case study to focus on: The topic of this paper will ask you to take a case **not** included in our case study book. This case could be a celebrity, a criminal, or just a case study you find in some other source. You will then complete the following assignments for the case throughout the semester, due dates for which are in ***bold italics***:

CPA 1 – Identifying Data (10 pts): Name, age, gender, ethnic or cultural group, relationship status, occupation or status in school, living situation, religion, SES, and any other relevant descriptive or demographic details.

CPA 2 – Cultural and Ethical Treatment Issues (3+ empirical, recent articles) (20 pts):

Describe ethical, cultural, and demographic considerations as well as issues related to therapeutic alliance. Describe and cite relevant research on ethical, cultural and therapeutic alliance issues that may show up based on your case's demographic profile and history. Consider what APA Ethical Principles might apply to your case's treatment and how you would address these ethical issues. Cite your sources.

CPA 3 – Diagnosis (5 pts): What is the case study's full DSM-5 diagnosis? Remember to include psychiatric diagnosis along with medical issues and social and environmental problems (relational problems, educational and occupational problems, housing and economic problems, problems with social environment or legal system).

CPA 4 – Evidence-Based Assessment Literature Search (3+ empirical articles) (20 pts):

First, determine one behavior associated with your case's psychiatric disorder that you want to change for your case. Find three possible assessments for that behavior. For example, if you want to help your case feel less depressed, then you'll need to find three measures of depressive symptoms or negative mood. That is, you will find at least 3 assessment articles that focus on the "development and validation" or "reliability" or "validity" of each measure itself. Fill out the following information for each of the assessments: citation, the name of the assessment, what population(s) were tested in the article, the Cronbach's Alpha, correlations with similar constructs, correlations with dissimilar constructs, and test-retest or inter-rater reliability.

CPA 5 – Referrals (5 pts): Summarize any (non-psychological) services or providers or outside consultations your case might benefit from (e.g., medical evaluation, employment or housing services, psychiatric treatment, support group).

CPA 6 – Psychodynamic Psychotherapy (10 pts): Look for empirical studies, especially meta-analyses or randomized control trials (RCTs) about any psychodynamic psychotherapies (psychoanalysis, psychodynamic therapy, objects relations, Jungian analysis, etc.) that could be used to address your case's diagnosis. Be honest if none exist (it will happen for many types of therapy throughout the semester!). Then say how helpful (or not!) this therapy would be for your case's diagnosis based off the literature. Hint, use this website to help you identify potential treatments and pertinent articles, but you will need to conduct your own literature review as well: <http://www.div12.org/psychological-treatments/disorders/>. Cite at least 2 research articles (if they exist!).

CPA 7 – Interpersonal Psychotherapy (10 pts): Look for empirical studies, especially meta-analyses or randomized control trials (RCTs) about whether interpersonal therapy (IPT) could be used to address your case's diagnosis. Be honest if none exist (it will happen for many types of therapy throughout the semester!). Then say how helpful (or not!) this therapy would be for your case's diagnosis based off the literature. Hint, use this website to help you identify potential treatments and pertinent articles, but you will need to conduct your own literature review as well: <http://www.div12.org/psychological-treatments/disorders/>. Cite at least 2 research articles (if they exist!).

CPA 8 – Humanistic Psychotherapy (10 pts): Look for empirical studies, especially meta-analyses or randomized control trials (RCTs) about any humanistic, case-centered, or case-centered therapies that could be used to address your case's diagnosis. Be honest if none exist (it will happen for many types of therapy throughout the semester!). Then say how helpful (or not!) this therapy would be for your case's diagnosis based off the literature. Hint, use this website to help you identify potential treatments and pertinent articles, but you will need to conduct your own literature review as well: <http://www.div12.org/psychological-treatments/disorders/>. Cite at least 2 research articles (if they exist!).

CPA 9 – Experiential Therapies (10 pts): Look for empirical studies, especially meta-analyses or randomized control trials (RCTs) about any experiential psychotherapies (Gestalt, existential, art therapy, etc.) that could be used to address your case’s diagnosis. Be honest if none exist (it will happen for many types of therapy throughout the semester!). Then say how helpful (or not!) this therapy would be for your case’s diagnosis based off the literature. Hint, use this website to help you identify potential treatments and pertinent articles, but you will need to conduct your own literature review as well: <http://www.div12.org/psychological-treatments/disorders/>. Cite at least 2 research articles (if they exist!).

CPA 10 – Behavioral Therapy (10 pts): Look for empirical studies, especially meta-analyses or randomized control trials (RCTs) about how “first-wave” behavioral therapy (**not** cognitive-behavioral, rational emotive behavioral, dialectical behavioral but purely behavioral such as exposure, behavioral activation, applied behavioral analysis, etc.) could be used to address your case’s diagnosis. Be honest if none exist (it will happen for many types of therapy throughout the semester!). Then say how helpful (or not!) this therapy would be for your case’s diagnosis based off the literature. Hint, use this website to help you identify potential treatments and pertinent articles, but you will need to conduct your own literature review as well: <http://www.div12.org/psychological-treatments/disorders/>. Cite at least 2 research articles (if they exist!).

CPA 11 – Cognitive Therapies (10 pts): Look for empirical studies, especially meta-analyses or randomized control trials (RCTs) about any cognitive (“second-wave”) psychotherapies (cognitive therapy, cognitive-behavioral therapy, rational emotive behavioral therapy, etc.) that could be used to address your case’s diagnosis. Be honest if none exist (it will happen for many types of therapy throughout the semester!). Then say how helpful (or not!) this therapy would be for your case’s diagnosis based off the literature. Hint, use this website to help you identify potential treatments and pertinent articles, but you will need to conduct your own literature review as well: <http://www.div12.org/psychological-treatments/disorders/>. Cite at least 2 research articles (if they exist!).

CPA 12 – Third-Wave Therapies (10 pts): Look for empirical studies, especially meta-analyses or randomized control trials (RCTs) about any “third-wave” behavioral therapies (mindfulness-based cognitive therapy, acceptance and commitment therapy, dialectical behavioral therapy, etc.) that could be used to address your case’s diagnosis. Be honest if none exist (it will happen for many types of therapy throughout the semester!). Then say how helpful (or not!) this therapy would be for your case’s diagnosis based off the literature. Hint, use this website to help you identify potential treatments and pertinent articles, but you will need to conduct your own literature review as well: <http://www.div12.org/psychological-treatments/disorders/>. Cite at least 2 research articles (if they exist!).

CPA 13 – Group, Couple, and Family Therapy (10 pts): Look for empirical studies, especially meta-analyses or randomized control trials (RCTs) about any group, couple, or family therapies that could be used to address your case’s diagnosis. Be honest if none exist (it will happen for many types of therapy throughout the semester!). Then say how helpful (or not!) this therapy would be for your case’s diagnosis based off the literature. Hint, use this website to help you identify potential treatments and pertinent articles, but you will need to conduct your own literature review as well: <http://www.div12.org/psychological-treatments/disorders/>. Cite at least 2 research articles (if they exist!).

CPA 14 – Empirically Supported Treatment (EST) (10 pts): Which of the treatments we have studied throughout the semester would work best for your case, based on the empirical literature you have examined in your CPAs? That is, which treatment has the most empirical support for helping the diagnosis that your case has? Explain why and cite at least 3 research articles.

Partner Project**140 pts****Purpose:**

To practice active listening, problem-solving, and implementing basic behavioral intervention techniques.

To work with another student in class to apply a behavioral intervention to modify your partner's behavior.

To wrestle with the challenge of changing your own and another's behavior.

To provide an opportunity to help you and another student achieve personal growth, adaptive/functional behavior as well as to live consistent with your life goals and values.

To develop empathy.

Step 1: Pick Partner & Target Behavior (5 pts)

Pick your own partner from class. If you would prefer that I assign you to a partner, please let me know as soon as possible.

- Pick a behavior you would like to modify (increase, develop, or change in some way).
- Pick a behavior that is NOT related to mental health or weight/shape.
- Pick a behavior you are currently motivated to change.
- Do not pick a risky or self-harm behavior.

Examples:

- Increase: recycling efforts, journaling, meditation practice, letter writing, study time, relaxation skills
- Improve: sleep schedule, posture
- Decrease: nail biting, social media use, plastic consumption, water consumption in shower/teeth brushing, etc.

Step 2: Select or Create a Self-Monitoring Form (10 pts)

Based on your partner's target behavior, select a short scale or self-monitoring log that your partner will complete daily for 3 weeks to keep track of how they are doing regarding their target behavior. This could be as simple as recording the number of times they bite their nails in class or how many minutes they journal each day of the week.

Step 3: Three Behavioral Intervention Sessions & Three Weeks of Self-Monitoring (25 pts)

- We will be discussing various behavioral interventions (BT, CBT, DBT, and ACT) in class that you will practice in the intervention sessions with your partner. Your goal is to tailor the behavioral intervention to your partner's target behavior.
- "Meet" with your partner three times to practice behavioral interventions as well as to review your partner's self-monitoring logs. We will try to leave time for these sessions in class, but they may need to take place outside of class.
- Write a brief summary of each of your three sessions. Turn in these 3 summaries together.

Step 4: Presentation (100 pts)

- During our final exam period, each partnership will give a brief (~10 minute) presentation about their experience with this assignment. You can choose to create a slide deck or just stand and talk about your experience. Either way, it must cover the following:
 - Target behavior each partner chose and why (10pts)
 - Self-Monitoring form used or created for each partner and why (10 pts)
 - Summary of the intervention sessions (20 pts)
 - Summary of how each partner's self-monitoring went (20 pts)
 - What each of you learned from your experiences as a "therapist" (10pts)
 - What each of you learned from your experience as a "case" (10 pts)
 - How this project will change your behavior going forward (10 pts)
 - Presentation skills (rate of speech, exact word choice, etc.) (10 pts)

Late Work

In deference to the fact that students have (sometimes complex!) lives outside of class, any and all work will be accepted until the day of the final exam. However, it is **highly** recommended that you keep up with the syllabus whenever possible so that you are not overwhelmed by work at the end of the semester.

Grading

Your final grade will be determined by your performance on the two exams, your performance on in-class and take-home assignments, and your grade on the paper:

Attendance & Participation	100
Meeting with Dr. Myers	10
Sage Vantage Reading Assignments	100
Exams (2 at 100 points each)	200
Reaction Papers (10 at 10 points each)	100
Case Project Assignments	150
Partner Project	140
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Total	1000

Approximate grades will be based on the following distribution:

<u>Points</u>	<u>Percentages</u>	<u>Grade</u>	<u>Points</u>	<u>Percentages</u>	<u>Grade</u>
940-1000	94-100%	A	740-769	74-76%	C
900-939	90-93%	A-	700-739	70-73%	C-
870-899	87-89%	B+	670-699	67-69%	D+
840-869	84-86%	B	640-669	64-66%	D
800-839	80-83%	B-	600-639	60-63%	D-
770-799	77-79%	C+	0-599	< 60%	F

Incompletes

Incompletes will be arranged for severe emergencies only. Arrangements for incompletes **MUST** be made with me before prior to the end of the semester. A formal contract must be agreed upon and signed.

Extra Credit

Throughout the semester, we will be discussing many findings from psychological research. But what might not be obvious is the fact that much of this research was conducted at colleges and universities like Virginia Wesleyan University, with participants much like yourself. The descriptions of psychological research that appear in textbooks necessarily omit a great deal of information about what participants actually do in these studies, and what the experience is really like.

Serving as a research participant gives you a unique, behind-the-scenes look at how research is conducted. Accordingly, I am giving you the option to earn extra credit points in this course from research experience. Research experience points may be earned either through participation in research studies (conducted by student and faculty researchers in the Department of Psychology) or by writing brief reviews of research articles. Regardless of which option you choose, the goal is to supplement the broad coverage of many topics in class with experiences that will deepen your understanding of psychological research.

Option 1

You may participate in research studies. You will do so by signing up for an account at <https://vwu.sona-systems.com/>. After signing up for your account, you can sign up for studies via the website, which will keep track of your Sona credits for you and for your professors. Extra credit points will be awarded based on the number of Sona credits applied to each study. Therefore, participation in in-person or longer studies will result in more online credits and thus more extra credit points.

If you choose to participate in research studies, note that these are REAL studies that are being conducted by REAL researchers (for example, faculty projects and senior Original Research Projects). You should take your participation seriously – you are helping to promote a better understanding of human thought, emotion, and behavior. (Who knows – you may even participate in a study that gets published in a psychology journal and discussed in the next generation of textbooks.) Opportunities for participation will be announced as they arise.

Option 2

If you would like to earn extra credit but do not wish to participate in research, you can write a short paper (no longer than 4 pages typed, double-spaced) which reviews, connects, and draws conclusions about three recent research articles on one topic about which you have a particular interest which is covered in class or in the text. “Recent” will be arbitrarily defined as since 2000. The articles should be empirical in nature and revolve around the same topic. Topics should be approved in advance by Dr. Myers.

Accommodations for Students with Disabilities

Virginia Wesleyan University is committed to giving all students the opportunity of academic success. If you are a student who is requesting accommodations based on the academic impact of a disability, speak to me about your accommodations letter and your specific needs. If you do not have an accommodations letter for this course, you will need to visit or call for an appointment with Disability Support Specialist Crit Muniz at (757) 233-8898 to coordinate reasonable accommodations. He is located in Clarke Hall 204.

Counseling Center

The nature of psychology describes some very personal human experiences. Therefore, from time to time, the topics in this course may touch on personal issues for you, especially topics related to mental health, relationships, and/or stress-related experiences. In addition, college in general is an exciting but often challenging time for most students, and there can be lots of ups and downs. Please don’t try to manage these problems and issues alone. I encourage you to seek confidential support from the counseling center when you need it. Contact: April Christman, 455-3131, achristman@vwu.edu or Brandon Foster, 455-5730, bfoster@vwu.edu

Academic Honesty

Honesty is one of the most valuable assets that a member of an academic community possesses. In recognition of this fact, Virginia Wesleyan has enacted an honor code which is available to you in your student handbook. I adhere to this code explicitly and follow its recommended procedures. If I discover you have plagiarized an assignment in any way, I reserve the right to give you a 0 on that assignment. If you repeat this offense or have previously plagiarized in a different class, I reserve the right to fail you for the entire course and/or take your case to the Honor Board.

Lecture and Reading Outline

This outline can be only a rough guide, since dates for particular lecture topics can only be approximate and since material may be added or deleted. If changes are made, they will be announced in class as soon as possible. Assignments in *italics* refer to those associated with the major paper.

Psy 354: Clinical Psychology
Tentative Schedule of Lecture Topics, Readings, and Due Dates
Note: P = “Clinical Psychology” and W&C = “Case Studies in Psychotherapy”
SV = Sage Vantage assignment, CPA = Case project assignment, PP = Partner project assignment

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Due</u>
Tues. 1/30	Class Introduction & Syllabus		
Thurs. 2/1	Introduction to Clinical Psychology	P 1	SV Ch1
Tues. 2/6	Current Controversies	P 3	SV Ch 3; CPA 1
Thurs. 2/8	Diversity & Cultural Issues	P 4	SV Ch 4
Tues. 2/13	Ethical & Professional Issues	P 5	SV Ch 5
Thurs. 2/15	Clinical Research	P 6	SV Ch 6; CPA 2
Tues. 2/20	Diagnosis & Classification	P 7	SV Ch 7; <i>Meeting with Dr. M</i>
Thurs. 2/22	The Clinical Interview	P 8	SV Ch 8; CPA 3
Tues 2/27	Intellectual & Neuropsych Assessment	P 9	SV Ch 9; <i>PP Partner & Behavior</i>
Thurs. 2/29	Personality Assessment	P 10	SV Ch 10
Tues. 3/5	NO CLASS - Dr. M guest speaking		CPA 4
Thurs. 3/7	General Issues in Psychotherapy	P 11	SV Ch 11
Tues. 3/12	Psychodynamic Psychotherapy	P 12	SV Ch 12; CPA 5
Thurs. 3/14	Psychodynamic Psychotherapy	W&C 1&2	<i>PP Self-Monitoring</i>
Tues. 3/19	NO CLASS – SPRING BREAK		
Thurs. 3/21	NO CLASS – SPRING BREAK		
Tues 3/26	Interpersonal Psychotherapy	W&C 9	CPA 6
Thurs. 3/28	Humanistic Psychotherapy	P 13	SV Ch 13; Midterm
Tues. 4/2	Humanistic Psychotherapy	W&C 3	CPA 7
Thurs. 4/4	Experiential Therapies	W&C 7&8	CPA 8
Tues. 4/9	Behavioral Therapy	P 14	SV Ch 14; CPA 9
Thurs. 4/11	Behavioral Therapy	W&C 5	
Tues. 4/16	Cognitive Therapies	P 15	SV Ch 15; CPA 10
Thurs. 4/18	Cognitive Therapies	W&C 4&6	
Tues. 4/23	Third-Wave Therapies	W&C 11	CPA 11
Thurs. 4/25	Third-Wave Therapies		<i>PP Summaries</i>
Tues. 4/30	Group and Family Therapy	P 16	SV Ch 16; CPA 12
Thurs 5/2	Group and Family Therapy	W&C 10	CPA 13
Tues. 5/7	Special Topics		Skim SV 17, 18, 19; CPA 14
Tues. 5/14	<i>PP Presentations at 9:00 a.m.</i>		Final

** Note: The last day to drop a course without record is 2/2 via Webadvisor, and the last day to drop a course without receiving an automatic “WF” is 4/12.