

PSY 7330 Fall 2017: Proseminar in Clinical Psychology (3 hours)
Mon and Weds 10:30-11:50 (Clinic Classroom & CHSS 351)

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Office hours:	Mon & Weds 9:00-10:30, or by appt.		

Course Description

PSY 7330 CLINICAL PSYCHOLOGY PROSEMINAR. This course introduces students to the field of clinical psychology, to current topics in clinical psychology, and the areas in which clinical psychologists practice and conduct research. Students are also introduced to the research programs and clinical interests of the core faculty in the Clinical Psychology Ph.D. Program. As part of the course, students are expected to begin scholarly work with a faculty member of their choice. This is a discussion/seminar course that will challenge you to think critically about current and sometimes controversial issues in clinical psychology and to begin thinking about the types of psychological research needed in these areas. Grading in the course is based on student performance on a series of brief research proposals, culminating in a final developed research proposal.

Course Objectives

1. Students will learn to identify areas of needed clinical psychology research by becoming familiar with existing theories, research, and public policy issues. This process will culminate with the development of a research proposal.
2. Students will develop an understanding of the clinical research interests of the core Clinical Psychology Doctoral Program faculty at SHSU and additional faculty who are involved with doctoral student research
3. Students will learn how to be successful doctoral students in the SHSU Clinical Psychology Doctoral Program, which will prepare them for successful careers as legally-informed Clinical Psychologists.
4. Students will be introduced to conceptual, professional, and service delivery issues that are at the core of clinical psychology. Students will be exposed to a wide range of topics in the field, including ethics, diversity and multicultural issues, trends in psychology, forensic psychology, clinical judgment, prescription privileges, and consultation.

Readings (see calendar for a list of readings)

You MUST read the assigned readings prior to each class. Indeed, you will not be able to complete the class writing assignments if you do not read them before class.

Attendance policy

Class attendance is mandatory. You are a doctoral student are expected to attend class as a matter of professional responsibility. If you need to miss class, please contact the instructor beforehand. It is expected that students will actively contribute to class discussion of the readings.

Americans with Disabilities Act

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Instructor and Course Evaluations

You will be asked to complete several instructor and course evaluations before the end of the semester. Several of these evaluations are for the PhD programs. Others are for the university. Please treat these evaluations seriously because they are treated this way by the PhD program and the University.

Religious Holidays

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Academic honesty

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Plagiarism

You have committed plagiarism when you use the ideas of others and claim them as your own. Plagiarism can involve word for word copying of text from other sources (including others written by you), but does not always involve copying of specific words. Instances of plagiarism are treated very seriously in the Clinical Psychology PhD program and may be grounds for remediation or dismissal.

For more information, please visit: <http://www.shsu.edu/syllabus/>

Grading Plan

Brief research proposals 9 x 8 points each	(72%)
Final draft of Developed Research Proposal (and Presentation)	(28%)

Assignments

1. Brief Research Proposals: You will be required to complete **9 brief research proposals**. Dates on which brief proposals are due are identified in the class schedule. On each of these days, you are to bring to class a 2-3 page (typed, double spaced, 12-point font) brief research proposal that you developed based on what you learned from one (or more) of the class readings for that day. The proposal should contain the following information: 1) one paragraph summarizing the issue or research finding described in the reading that is the basis for your research idea, 2) identify a hypothesis (or hypotheses) stemming from the reading that you think need to be investigated in future research, 3) describe how a research study might be designed to examine this issue. We will be talking about your proposals in class. The purpose of these proposals is to help you in thinking about thesis and dissertation research topics. **The studies you propose should be feasible. In other words, you should propose a study that you could actually complete for a thesis or dissertation.**

2. Final Developed Research Proposal: Develop one of the research ideas in your brief proposals into a formal research proposal. This should include a 1) literature review (5 pages), 2) identification and discussion of hypotheses (1-2 pages), 3) a Method section (e.g., participants, measures, procedure), and 4) a planned data analysis section. I know that you have not taken research methods or advanced stats yet, so do not worry about perfecting the methodology. What I want to see is that you have developed a good idea and have started to think about how to conduct a study examining the idea. You must get your proposal topic approved by me. You will also be required to propose your research project to the class, in the format of a thesis proposal presentation. The initial draft must include the literature review and study hypotheses. The final draft must include sections 1-4.

Class Schedule

Weds 8/23 Introduction

Mon 8/28 Hurricane Harvey

Weds 8/30 Hurricane Harvey

Mon 9/4 **Labor Day (no class)**

Weds 9/6 Overview of SHSU PhD Program and Research at SHSU

1. Fernandez, K., et al. (2009). A model for training graduate psychology students to become legally informed clinicians. *Journal of Forensic Psychology Practice*, 9, 57-69.
2. MAP Example: Fernandez, K., et al. (2007). Professionally responsible test selection for Spanish speaking clients: A four step approach for identifying and selecting translated tests. *Professional Psychology: Research and Practice*, 38, 363-374.
3. Thesis/Dissertation proposal example: Rice, A. (2011). Does rater-agreement for Static-99 scores decrease as scores increase? MA Thesis proposal.
4. MAP proposal example: Chevalier, C. (2014). A meta-analytic comparison of structured professional judgment instrument scores and summary risk ratings.
5. Five year report: SHSU Psychological Services Center.

Mon 9/11 **Amanda Venta BRIEF RESERCH PROPOSAL 1 DUE**

1. Venta, A., & Sharp, C. (2015). Mentalizing mediates the relation between attachment and peer problems among inpatient adolescents. *Journal of Infant, Child, and Adolescent Psychotherapy*, 14, 232-340.
2. Venta, A., et al. (2017). *CAI artificial neural network coding*. Manuscript.
3. Venta, A., et al. (2017). *The incremental contribution of schools to the mental health and resilience of recently immigrated youth*. Manuscript.

Weds 9/20 Thinking about Research

1. Cohen, J (1990). Things I have learned (so far). *American Psychologist*, 45, 1304-1312.
2. Diamond, J. (1987, August). Soft sciences are often harder than hard sciences. *Discover*, 35-39.
3. Simmons, D. (2012). *Musings on writing*.
4. Example of edited writing (Malingering Chapter)

Mon 9/18

Marc Boccaccini **BRIEF RESERCH PROPOSAL 2 DUE**

1. Harris, P. B., Boccaccini, M. T., & *Rice, A. K. (2017). Field measures of psychopathy and sexual deviance as predictors of recidivism among sexual offenders. *Psychological Assessment*, 29, 639-651.
2. Murrie, D. C., & Boccaccini, M. T. (2014). Adversarial allegiance among expert witnesses. *Annual Review of Law and Social Science*, 11, 37-55. doi: 10.1146/annurev-lawsocsci-120814-121714

Weds 9/20

Research Ethics 1

1. Bhattacharjee, Y. (2013). The mind of a con man. New York Times.
2. Winerman, L. (2013). Interesting results: Can they be replicated? *Monitor on Psychology*, 44 (2), 38.
3. Chambers, C. (2014). Psychology's registration revolution. The Guardian.

Mon 9/25

Student Dissertation Proposal Example (Claire Bryson)

Weds 9/27

Research Ethics 2

1. Open science collaboration (2015). Estimating the reproducibility of psychological science. *Science*, 349, 943 (and full online article).
2. Patil et al. (2016). What should researchers expect when they replicate studies? A statistical view of replicability in psychological science. *Perspectives on Psychological Science*, 11, 539-544.
3. Bartlett, T. (2014). Replication crisis in psychology research turns ugly and odd. The chronicle of higher education.

Mon 10/2

Jamie Anderson **BRIEF RESEARCH PROPOSAL 3 DUE**

1. Anderson et al. (2017). The role of dimensional personality psychopathology in a forensic inpatient psychiatric setting. *Journal of Personality disorders*, 31, 1-18
2. Anderson et al. (2013). On the convergence between PSY-5 domains and PID-5 domains and facets: Implications for assessment of DSM-5 personality traits. *Assessment*.

Weds 10/4

Open/catch up

Mon 10/9

Craig Henderson **BRIEF RESERCH PROPOSAL 4 DUE**

1. Henderson, Hogue, & Dauber (2017). *Family therapy adherence and one-year clinical outcomes among adolescents in usual care for behavioral problems*. Manuscript submitted for publication.
2. Leasure, Neighbors, Henderson, & Young (2015). Exercise and alcohol consumption: What we know, what we need to know, and why it is important. *Frontiers in Psychology*.

Weds 10/11

Topics in Assessment

1. Garb, H.N., & Boyle, P.A. (2014). Understanding why some clinicians use pseudoscientific methods: Findings from research on clinical judgment. In S.O. Lilienfeld, S.J. Lynn, and J.M. Lohr (Eds.), *Science and Pseudoscience in clinical psychology* (2nd ed.). New York: Guilford.
2. Grove, W.M., et al. (2000). Clinical versus mechanical prediction: A meta-analysis. *Psychological Assessment*, 12, 19-30.

Mon 10/16

David Nelson

BRIEF RESEARCH PROPOSAL 5 DUE

1. TBA
2. TBA

Weds 10/18

Chelsea Ratcliff

BRIEF RESEARCH PROPOSAL 6 DUE

1. TBA
2. TBA

Mon 10/23

Treatment 1: Research and Practice

1. Baker et al. (2008). Current status and future prospects of clinical psychology toward a scientifically principled approach to mental and behavioral health care. *Psychological Science in the Public Interest*, 9, 68-103.
2. Price. M. (2009). Disputing a slam against psychology, *APA Monitor on Psychology*, 40.

Weds 10/25

Temilola Salama

BRIEF RESEARCH PROPOSAL 7 DUE

1. TBA
2. TBA

Mon 10/30

May Alice Conroy

BRIEF RESEARCH PROPOSAL 8 DUE

1. TBA
2. TBA

Weds 11/1

Treatment 2: Allegiance and expertise

1. Tracey et al. (2014). Expertise in psychotherapy: An elusive goal? *American Psychologist*, 69, 218-229.
2. Luborsky, L., et al. (1999). The researcher's own therapy allegiances: A "wild card" in comparisons of treatment efficacy. *Clinical Psychology: Science and Practice*, 6, 95-

Mon 11/6	<u>Jorge Varela</u> <u>BRIEF RESERCH PROPOSAL 9 DUE</u> 1. Canales, Kan, & Varela (2017). Forensic assessment with Hispanic and Limited English-proficient Hispanic evaluatees: A survey of practice. <i>Professional Psychology: Research and Practice</i> , 48, 122-130.
Weds 11/8	<u>Research proposal discussion</u> 1. Come to class prepared to give some details (i.e., study design) about the project you anticipate proposing for this class.
Mon 11/13	Research Presentations to Class
Weds 11/15	Research Presentations to Class
Mon 11/20 – 11/22	<u>Thanksgiving</u> NO CLASS
Mon 11/27	<u>Prescription Privileges</u> 1. Bray et al. (2014). Prescriptive authority for psychologists: current status and future directions. <i>The Behavior therapist</i> , 37, 135- 143. 2. Tumlin et al. (2014). The long-running failure of the American Psychological Association's campaign for prescription privileges: When is enough enough? <i>The Behavior Therapist</i> , 37, 144-152. 3. Ransom (2014). The RxP conundrum: How prescriptive authority makes (some of) my patients better and my practice worse. <i>The Behavior Therapist</i> , 37, 153-158.
Weds 11/29	Final Research Proposal Due****