

**THIS IS YOUR COURSE SYLLABUS –  
KEEP IT HANDY and REFER TO IT OFTEN.**

**Welcome to PSY 364!**  
**Introduction to Clinical Psychology**  
Spring 2012 Unique # 43355  
MWF 11:00-11:50 a.m., NOA 1.124

Instructor: Kirsten Bradbury, Ph.D.  
Office (Hours): SEAY 3.214 (MWF 9:50-10:50)  
Email: [bradbury@psy.utexas.edu](mailto:bradbury@psy.utexas.edu)

TA: Bridget Gamber  
Office (Hours): SEAY 3.304D (MW 2:30-4)  
Email: [bridget@mail.utexas.edu](mailto:bridget@mail.utexas.edu)

***We are here to help you – please take advantage of our office hours. Come see us!!***

**Required Text:**

Cormier, Nurius, & Osborn (2009). Interviewing and Change Strategies for Helpers, Sixth Edition.  
ISBN-13: 978-0-495-41053-9

Additional assigned readings will be made available via Blackboard.

**Course Objectives:**

The major objective of the course is to provide an overview of the field of clinical psychology and introduce students to fundamental clinical skills. Major topic areas to be covered include:

1. Theories and conceptual models of clinical helping
2. Career development in the helping professions
3. Professional issues in clinical practice
4. Assessment and therapy techniques used in clinical psychology

**Student Prerequisites:**

**For psychology majors** - upper-division standing and PSY301 and 418 with a grade of at least C in each; **For Nonmajors** - upper-division standing, PSY301 with a grade of at least C, and one of the following with a grade of at least C: Biology 318M, Civil Engineering 311S, Economics 329, Educational Psychology 371, Government 350K, Kinesiology 373, Mathematics 316, Psychology 317, Sociology 317L, Social Work 318, Statistics 309.

**Exams:**

There will be four exams consisting of multiple-choice and short-answer items (e.g., matching, fill-in-the-blank). Exams will be given during regular class times. There is no final exam during finals week. All exams are cumulative (cover all previous material from lectures and assigned readings). Each exam is worth **25%** of your grade in the course. We do not drop your lowest exam grade. You are responsible for text material whether or not it is covered in class and for lecture material whether or not it is covered in the text. Information about any curve, dropped items, etc., will be provided following each exam. Please do not attempt to engage us in conversations in which you challenge test answers or ask us to revise grading decisions; this is a waste of your precious time on this planet.

**No extra credit (EC) is planned.** However, I have been known to give an occasional EC point in class at unpredictable (unannounced) times. You must be in class when the EC is awarded to benefit from this good fortune.

**THIS IS YOUR COURSE SYLLABUS –  
KEEP IT HANDY and REFER TO IT OFTEN.**

**Make-Up Exams:** If you miss an exam, and you hope to be allowed to take a make-up exam, you **MUST** show Bridget documentation supporting your request. In most cases of legitimate need to reschedule an exam, documentation is very simple to obtain. Without documentation, you will not be allowed to make up the missed exam.

**Attendance:**

I expect you to attend class unless you are ill or engaged in activities university policy considers legitimate reasons to miss class (religious observance, required UT activities, etc). Class attendance is *crucial* for doing well in this course (a lot of the exam material comes from my lectures!!). However, attending class is up to your judgment; we do not take attendance.

If you must miss class, we will do everything we can to help you catch up (really!!) – *please* do not come to class sick!

**Grades:**

Your course grade is based on your exam performance. We add together all the points you earned on the four exams, then we divide by **4** to yield a percentage score. This percentage score is represented as a letter grade for the course using the following grade distribution:

<b>A = 92 and up</b>	<b>C+ = 78-79</b>
<b>A- = 90-91</b>	<b>C = 72-77</b>
<b>B+ = 88-89</b>	<b>C- = 70-71</b>
<b>B = 82-87</b>	<b>D = 60-69</b>
<b>B- = 80-81</b>	<b>F = 59 and down</b>

Percentage course grades are calculated to two decimal places and rounded to the nearest whole number, such that, for example, the lowest A- is 89.50 (rounds to 90).

**Borderline Grades Stay Borderline:** Every semester, some students score just below the borderline of the next highest grade. I have great sympathy for people who find themselves in that position, but I have also found that raising those grades simply uncovers a new group of people whose grades are near the new borderline. This situation makes everybody edgy. Therefore, my policy must be that borderline grades stay as they are. Thus, for example, an 89.49 is a B+. **NO EXCEPTIONS.**

**IMPORTANT NOTICES:**

**The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.**

**The UT Honor Code applies to all aspects of your work in this class. We report suspected cheating or other suspected violations to the Honor Board. Don't risk your academic career!!**

See the Course Calendar for exam dates, lecture topics, and specific reading assignments. In addition to being distributed in class, this syllabus and the course calendar are posted on the class Blackboard page. I typically post lecture slides to Blackboard also.

---

**THIS IS YOUR COURSE SYLLABUS –  
KEEP IT HANDY and REFER TO IT OFTEN.**

**PSY364 • Spring 2012 • Dr. Bradbury • Calendar • 01.18.2012 • MWF 11:00 NOA  
1.124**

This calendar may be revised!! **Updates will be posted to Blackboard & announced in class.**

DATE	TOPIC	SUBTOPICS	READINGS (by topic)
W Jan 18	<i><b>Becoming a helper</b></i>	Overview, Introduce course	Ch 1, 2, 4
F Jan 20		Careers in helping	<i>and additional readings</i>
M Jan 23		What is Clinical Psych	<i>as assigned (see Blackboard)</i>
W Jan 25		Getting into grad school	
F Jan 27		Professional identity, ethics	
M Jan 30		Helper fundamentals	
W Feb 1		The helping relationship	
F Feb 3		Client-centered, Feminist/Humanist	
M Feb 6		Catch up day	
W Feb 8	<b>Review 1</b>		
<b>F Feb 10</b>	<b>Exam 1</b>		
M Feb 13	<i><b>Assessment</b></i>	Listening	Ch 5, 6, 7, 8
W Feb 15		Listening	<i>and additional readings</i>
F Feb 17		Influencing responses	<i>as assigned (see Blackboard)</i>
M Feb 20		CBT, Functional analysis	
W Feb 22		Strengths, Positive Psych	
F Feb 24		Diagnosis	
M Feb 27		Interviewing- History, MSE	
W Feb 29		Risk, SI/HI	
F Mar 2		Catch up	
M Mar 5	<b>Review 2</b>		
W Mar 7	<b>Exam 2</b>		
F Mar 9	<i><b>Change, Part I</b></i>	Common factors, Selecting tx's	Ch 9, 10, 11, 12, 13, 18
M-F Mar 12-16	<i><b>Spring Break – no class</b></i>		
M Mar 19		Goal-setting, Stages of change	<i>and additional readings</i>
W Mar 21		Treatment plans	<i>as assigned (see Blackboard)</i>
F Mar 23		EST, more on CBT	
M Mar 26		DBT, Motivational Interviewing	
W Mar 28		Guided Imagery & Modeling	
F Mar 30		Cognitive modeling, reframing	

**THIS IS YOUR COURSE SYLLABUS –  
KEEP IT HANDY and REFER TO IT OFTEN.**

M Apr 2		Problem solving	
W Apr 4		Cognitive restructuring	
F Apr 6		Catch-up day	
M Apr 9	<b>Review 3</b>		
<b>W Apr 11</b>	<b>Exam 3</b>		
F Apr 13	<b><i>Change, Part II</i></b>	Stress & Coping	Ch 14, 15, 16
M Apr 16		Stress & Coping	<i>and additional readings</i>
W Apr 18		Meditation & relaxation	<i>as assigned (see Blackboard)</i>
F Apr 20		Meditation & relaxation	
M Apr 23		Exposure strategies	
W Apr 25		Exposure strategies	
F Apr 27		Catch-up day	
M Apr 30		Wrap-up day	
W May 2	<b>Review 4</b>		
<b>F May 4</b>	<b>Exam 4</b>		

---