

**San José State University**  
**Department of Psychology**  
**Psychology 203A (01)**  
**Clinical Assessment**  
**Fall, 2022**

<b>Instructor:</b>	Glenn M. Callaghan, Ph.D.
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<b>Office Hours:</b>	Mondays 12:00-1:00 & 3:00-3:30 in-person or Zoom
<b>Class Days/Time:</b>	R 9:00 - 11:45
<b>Classroom:</b>	DMH 308
<b>Prerequisites:</b>	Prerequisite: PSYC 117 (or equivalent). Admission to MS Clinical Program.

You are responsible for all of the material in this syllabus including due dates and times, location of assignments on Canvas, and the course and university's policy on academic integrity.

### **Course Format**

#### **In person course**

This course will meet weekly at the time listed in the schedule of classes. Lectures will occur in person. (There may be one or two occasions where the course must be done over Zoom.) All assignments will be posted and submitted through Canvas. All readings are available through the course website on Canvas.

**NOTE:** With the changing situation with the COVID pandemic, there is a reasonable likelihood that we will move to a synchronous online version of this course. This will be to ensure the safety of all members of the class. If and when this occurs, the syllabus, course requirements, and expectations will all remain the same; only the platform will be different. The time the course meets may have to change, depending on travel times required by students if another course following this remains in-person. Some other small variations will occur if all social engagement is done over Zoom, and those changes will be thoroughly discussed as they occur.

## Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or Canvas) to learn of any updates.

## Course Description

From Course Catalog: *An in-depth introduction to objective, projective and behavioral assessment techniques used in the clinical evaluation of the behavior and functioning of adults, children and families. Prerequisite: PSYC 117 (or equivalent).*

*Notes: MS program priority. **This course satisfies graduate-level writing assessment requirement [GWAR] in this master's program.***

The goal of this 3-unit course is to provide both an initial framework to assessing client problems in tandem with creating treatment goals and an initial core competency in collecting and using client data as part of an evidence based practice of psychology.

The course is designed to teach students to develop knowledge and skills in the assessment of psychological disorders and other forms of human suffering using standardized and non-standardized testing and idiographic approaches. There will be a constant emphasis on learning to critically think about choosing an assessment strategy for clients that will best guide their intervention and provide data for the efficacy of treatment.

Students will be exposed to the key features of standardized assessment including norming and psychometrics and tests frequently used in this nomothetic approach to evaluation. Students will develop skills in using rapid assessment inventories that are normed and disorder/symptom specific and learn when and how to use these devices. Most importantly, students will begin to develop idiographic assessment skills tailored to individual clients' case formulations.

While no course can provide exposure to all of the assessment devices or psychological tests one may encounter in service delivery, the aim of this course is to provide the background to learn to select, evaluate, and provide those assessment when the clinician is able to in the context of therapy as a Marriage Family Therapist or Licensed Professional Clinical Counselor. Key issues surrounding culture and gender bias in assessment and the ethics of gathering assessment data are also discussed.

## Course Goals and Student Learning Objectives

### Course Content Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

- CLO1: Develop an understanding of the role of assessment in case conceptualization and treatment planning.
- CLO1: Understand the fundamental role of contextual variables and culture in both the assessment and treatment process for clients.
- CLO2: Understand the role and appropriate use of standardized tests and assessments idiographic data tracking.
- CLO3: Identify and explain key psychometric properties such as norms, means, deviations, reliability, types of validity, and cut scores.
- CLO4: Develop the skills to select rapid assessment inventories that are specific to disorders or problem areas that provide meaningful data for clients.
- CLO5: Develop the skills to create an idiographic assessment instrument for specific client problems.
- CLO6: Recognize the purpose, strengths, and weaknesses of commonly used tests and assessment approaches.
- CLO7: Develop the skills to track and present data for individual as part of evidence based practice of psychology.

These Course Learning Goals and Objective will be evidenced through the following assessment strategies:

1. Two response assignments critically thinking about assessment issues at a broader level
2. Applying concepts of contextual and cultural variable awareness to case vignettes
3. Developing problem, goal, and treatment plans for sample cases
4. Applying concepts of psychometric properties, the ethics of assessment, and rapid assessment inventory selection to multiple vignette cases
5. Practicing developing idiographic assessment question development in context of sample cases
6. Interpreting raw assessment data and putting into the context of a case
7. Practicing the intake process to determine strengths and areas for improvement through role-plays
8. Developing a full case conceptualization and treatment outline for a vignette case

**Note: This course is approved as meeting the Competency in Written English requirement set by Graduate Studies and Research at SJSU under the Graduate Writing Assessment Requirement (GWAR).** Because of this, this course will emphasize quality writing at a professional level. You are required to adhere to the current standards of APA referencing and maintain graduate level writing throughout the course. Information about the Writing Center on campus is provided at the end of the syllabus, should you find that useful.

## **Program Learning Outcomes (PLOs)**

### **Upon completion of the MS in Clinical Psychology:**

- PLO1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
- PLO1.2 Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature
- PLO2.1 Students will demonstrate effective integration and communication of clinical case material
- PLO2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials
- PLO2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
- PLO2.4 Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases
- PLO3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches
- PLO4.1 Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases
- PLO5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

This course primarily meets PLOs 3.1, and 4.1 but also partially meets 2.1, 2.2, 2.3, and 2.4, and 5.1.

## **Licensure Learning Outcomes (LLOs)**

Licensing requirements for academic coursework toward the California MFT and/or LPCC will be met for this course in the following way:

- LLO1: For the LPCC requirements, this course meets requirement [E] Assessment, appraisal, and testing of individuals, including basic concepts of standardized and nonstandardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling.
- LLO2: For the MFT requirements, this course includes instruction in diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental

disorders, evidence-based practices, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer reviewed literature as specified in BPC Section 4980.36(d)(2)(A).

LLO3: For the LPCC & MFT requirement set by the BBS in AB1436, this course partially meets the requirement of completing at least 6 hours of coursework or supervised experience in suicide risk assessment and intervention. This requirement is satisfied across the courses in assessment, child psychopathology, ethics, and crisis and trauma intervention.

### **Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week. That totals 9 hours per week you are expected to spend on this course.

Please note that graduate study often exceeds these expectations. You **must** find a way to balance your academic workload and life's demands. The program will assume that you make your graduate study a top priority.

### **Required Texts/Readings**

The required chapters and articles have been loaded onto the course website. Additional articles or readings may be added as needed.

### **Canvas and E-Campus**

This course webpage is on Canvas. You are responsible for regularly checking the website. Announcements may also be made there.

## Office Hours and Email

I have office hours for this Fall session on Mondays from 12-1 and 3-3:30. If you need to meet at a different time than this, **send me an email** with a few suggested times, and we will work something out based on both of our schedules and availability.

The office hours will occur in-person and over Zoom using the link provided on the Canvas course home page. Please note that you will be required you to use Zoom through your SJSU account.

If you know you want to attend one of the office hour meetings, please try to email me in advance to let me know. **If no one has emailed me and no one attends in the first 20 minutes, I will likely end the office hours for that session** (again, that is unless someone lets me know they plan to attend that day).

Email is the best way to reach me. If you call or email me, you can generally expect a response back in 48 hours during the week. If you call or email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

## Course Requirements and Assignments

The emphasis of this class is placed on learning to assess and conceptualize cases. The goal will be to develop skills in understanding how and why assessments are used and how those will guide an intervention. The majority of our work will be developed in class and continued by the student through assignments.

**ALL assignments are due at the beginning of class as listed in the schedule. Late assignments are not accepted unless explicit permission has been given to allow for this.**

## Grading Policy

There will be 270 points available in the course.

All of the assignments are up on Canvas. There is one *Opinion Paper* (instructions below) due early in the semester. There are 11 *Response Papers*, and each is different and focuses on what we are covering at the time. These assignments are designed to be applied and help show me what you understand and don't yet get in the class. They are all clearly articulated on the web, but we will talk about them in class as well. All assignments will be loaded directly to Canvas. We will not do hard copies of the assignments with the exception of your data presentation.

The *Major Vignette Assignment* is also posted online and is worth 120 points. It is a culmination of our learning objectives for this course and is directly tied to both the program learning objectives and our goals for you as a clinician. This will be written individually and require APA formatting for references throughout the paper.

Participation is an essential part of the course and of graduate study in general. This is discussed more below.

Your grade will be determined by your performance in four categories of coursework:

<b>Assessment Items and Their Value</b>			
	<b>How Many?</b>	<b>% of Final Grade</b>	<b>Points Each</b>
<b>Opinion Paper</b>	1	20/270=7.7%	20
<b>Response Papers</b>	11	110/270=41%	10
<b>Major Vignette Assignment</b>	1	120/270=44%	120
<b>Participation</b>	lots	20/270=7.5%	20

The grading scheme for this course is determined as follows:

<i>Grade</i>	<i>Percentage</i>
A plus	99 to 100%
A	92.5 to 98.9%
A minus	90 to 92.4%
B plus	87.5 to 89 %
B	82.5 to 87.4%
B minus	80 to 82.4%
C plus	77.5 to 79%
C	72.5 to 77.4%
C minus	70 to 72.4%
D plus	67.5 to 69%
D	62.5 to 67.4%
D minus	60 to 62.4%
F	59% and below

### ***TurnItIn***

Please note you must be able to submit your papers online in Canvas and have them be evaluated with the TurnItIn feature. This is usually not a problem. If we find that for whatever reason your is not being checked by TurnItIn, then we will need to remedy this immediately. This is a useful tool for both student and instructor and is required for this course.

### ***Opinion Paper***

The opinion paper is an opportunity for you to begin to clarify what you believe is important about the assessment process in psychotherapy and how a client (in this case, you) would be understood by a therapist sufficiently to allow therapy to occur. I know your beliefs in this area will evolve over time. This is a chance for me to get to know what you think and for you to elucidate those thoughts. Directions are provided in the assignment online.

As with the reading response, this paper will help me assess your graduate level writing skills.

### ***Response Papers***

Response papers are targeted to develop your thinking and application of key concepts in the course. Each will be slightly different and will build on skills you develop across the semester. They are meant to be clearly applicable to your goals as an evidence based clinician. Some will be more challenging than others and take more time. Plan accordingly.

The format for each response will vary according to the assignment, but place your name in the upper right corner, PSYC 203A, and the date on each response paper assignment you upload to Canvas.

Your writing must be clear and coherent with minimal spelling and grammar errors. Papers with problems with writing will lose points. If the writing prevents me from understanding your paper, you will lose points or may not get credit for the assignment.

### ***Major Vignette Paper***

For the final assignment, you need to evidence the knowledge you have gained throughout the course as it applied to the Case of John. This needs to be done from an evidence based practice perspective, meaning that you can back up (with references) the choices you are making. You need to show both sophistication and thoughtfulness in the assignment, demonstrating you understand the role of assessment and some details in its application with clients.

It is imperative that these papers are written only by you. While you can discuss your thoughts, questions, and concerns in class and with fellow students, the writing must be entirely yours. This is not a group project.

We will have worked on many aspects of the paper during the semester, and I will have given you feedback. You are encouraged to develop those ideas further as you adapt them to portions of this assignment.

You are required to use APA formatting for all citations, references, and quotes. The paper will be a minimum of 3,500 words, but please know that typically there are between 4,500 and 6,000.

Please create a **cover page** with your name, The Case of John as the title, and the **word count** for the paper you submit.

The questions you must address are below. Use the **terms in bold print as headers for each section**. Follow the order provided to you below. Be sure you answer all of the points. Avoid questions and ending sentences with question marks. Also, be sure to break your answers up into multiple paragraphs.



**The paper is worth 120 points.**

### **1. Case Formulation [15]**

- All of these points must be specific to the case of John. You must tie your answers to the specifics of this case. Use quotes and details from the handout if you would like.
  - Do not use generic statements about assessment goals or theory here unless you then tie those to this particular case.
  - You must give details to show concepts are understood.
  - **Be certain to address contextual variables in your conceptualization.** These should be PART of the conceptualization, not stand alone issues.
  - Crisis issues should be conceptualized here as well.
- a. Summarize John's issues as you have identified them using examples from the case handout noting how contextual variables participate in your case formulation, and how have you factored those into your understanding of John.
- (1) **Be certain to integrate his contextual variables** into your understanding of those problems. Consider these as intersectional variables rather than discrete factors.
  - (2) Here, include his **strengths** as well as his problems and put those into context with your understanding of his **values** or **broader life goals**.
- b. Describe how John's **problems** can be understood using a specific **theoretical approach**.
- (1) Select one or two specific issues that John has and tie them to the mechanism of the problem (origin).
  - (2) These should be discussed in terms of the theory you are using
- c. Specifically address how the **mechanisms of change** from this perspective will alter John's behavior or alleviate his suffering.
- (1) Use one or two specific examples of how you will affect this change with John using techniques or strategies to accomplish the mechanism of change.
  - (2) Be certain to use the terminology specific to this theoretical approach to understanding psychopathology.

### **2. Problem List [15 points]**

- a. List five problems or broadly defined issues you think are important for this client's psychotherapy.
- b. Briefly describe what behaviors you have listed and why you think they are important to consider for the client and how his contextual variables matter in this list.
- c. Be sure to operationalize or specify your terms. Do not focus on symptoms here.
- d. Try to arrange these problems in a hierarchy where number one is most important to address first

- e. Please note whether any of these are inconsistent with or different from the client's self-identified reasons for seeking therapy.

### 3. Goals [15 points]

- a. List five specific outcomes or goals related to these targets being certain to include contextual variables as relevant to the case and this task.
  - (1) Do these in parallel to your five problem list terms
  - (2) Briefly describe what behaviors you have listed and why you think they are important to consider for the client.
  - (3) You need to be very specific about particular behaviors (thoughts, feelings, etc.) here
    - i. Operationalize your terms and be behaviorally specific
    - ii. Use specific examples to illustrate your goals
    - iii. Avoid vague terms (e.g., "healthy relationships," "self-esteem,") or unspecified goals (e.g., "feeling good").
- b. These should include some process related goals.
- c. If you use symptom-based goals, elaborate those symptoms as much as possible, and remember to be behaviorally specific.

### 4. Plan [15 points]

- a. Develop a brief plan to meet those goals listed above in parallel with the Problems and Goals **being certain to include contextual variables** as relevant to the case and this task.
- b. List the plan using numbers, AND discuss this in paragraph form
  - (1) The list needs to match the client's targets and goals as you have specified them.
  - (2) It is best to keep these running in parallel to each other so that the goal and the plan correspond to each other at least by number.

### 5. Progress [20 points]

- a. How do you interpret the assessments [BDI and OQ-45] that were completed?
  - (1) What does the research literature say about the psychometrics AND cultural validity of these assessment devices and their applicability to this client?
  - (2) Be sure to be specific about scores and how they are interpreted.
  - (3) How do the data inform your initial treatment plan if at all?
  - (4) Are the data consistent with your understanding of the case? How do contextual variables impact your understanding of the data?
  - (5) Would you provide the same instrument or instruments again? Why or why not?
- b. What additional nomothetic measures might you consider administering for this client to assess progress?
  - (1) That is, specify at least one additional standardized, rapid assessment instrument that you would use to track progress for this client and justify that choice from an evidence based assessment approach.

- c. Create a **five-item progress-focused idiographic assessment questionnaire** that would track client progress and change over time that is specific to him and his goals for treatment. You need to have at least five questions here.
- (1) Format your items with instructions and a scale for each question.
  - (2) Discuss and describe how your idiographic questions assess progress.
  - (3) Consider any safety or ethical issues you need to track here.
  - (4) Discuss how you considered contextual variables in the assessment approaches you identified and developed?
  - (5) Append this questionnaire to the end of the document

## 6. Process [20 points]

- a. How would you assess the process of change for your therapy to assess implementing your mechanism with the client?
- b. Create a three- to five-item **process-focused idiographic assessment questionnaire** that would track whether you implemented the mechanism of change. You need to have at least three questions here.
  - (1) Format your items with instructions and a scale for each question.
  - (2) Discuss and describe how your idiographic questions assess process. That is, describe how these will show whether or not you were engaging the mechanism you care about and/or how the client was changing in this way.
  - (3) Discuss how you considered contextual variables in the assessment approaches you identified and developed
  - (4) Append this questionnaire to the end of the document. This can be part of the progress measure, but make it clear which questions are process focused.

## 7. Writing, grammar, references [20 points]

- a. Specifically, you are graded on these components:
  - (1) clarity of your writing
  - (2) coherence and consistency from within the chosen theoretical orientation
  - (3) grammar, spelling, and sentence construction
- b. Referencing
  - (1) use of outside resources beyond the reader and textbooks
  - (2) references sufficient must show a depth of coverage and be relevant to content
  - (3) use of appropriate references and use of APA referencing style

### ***Class Participation & Self-evaluation of Participation***

This is an integral part of this course and is worth 7.5% of your grade. Be aware that this is a small class. Everyone in the class is very aware of who is (and is not) attending or participating.

You must come on time, and you cannot leave early. If you need an exception to this, let me know in advance. When you come to class please be prepared to engage in discussion

about that topic and the related readings. The course will be much, much more valuable with to your input. Note that missing more than one class session can prevent you from completing the course, per the MS Clinical program's class attendance policy.

You will be evaluated on the quality of your participation, and not just the frequency with which words flow out of your mouth. You should listen carefully to other students' comments and respond intelligently and respectfully. As graduate students, you take the responsibility for the direction and quality of the discussion. Being late and missing classes may result in a lower participation score.

Somewhere around half way through the semester, you will be required to complete the *Self-evaluation of Participation* form on the course website. This gives each student an opportunity to assess his or her own level of participation in the course to date. More importantly, it can serve as a prompt to do things differently in the course to improve that level of participation. I will give you feedback about the accuracy of that evaluation and brief feedback about how to proceed in the course from there.

### **Final Examination or Evaluation**

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

While you have done many assignments over the course of the semester, the *Major Vignette Paper* is part of the final evaluation for this course. It will evidence your thinking across all areas covered in this course from assessment, critical thinking, evidence based practice, ethics, cultural sensitivity and competence, and treatment planning. The schedule for the final evaluation is listed in the course schedule below and corresponds to the last day we meet as a class.

### **Classroom Protocol**

This is a graduate seminar, so I expect you to be attentive in our meetings, participate in discussions, and limit other distractions. Please place cell phones in silent mode during meetings. If you must make or answer a call, please excuse yourself from class for such activity. Do NOT browse the web or be on your computer doing unrelated tasks during out meetings. Most importantly, please be respectful of your classmates' opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing opinions. Also, if you discuss client-related content in class, please be sure to protect that person's confidentiality. Students are asked not to share these discussions outside of class.

Attendance is essentially required. I expect you to come to every class. If you do not attend classes, you will definitely miss essential material that is part of your training and could result in not meeting licensing requirements or passing the course. If you have to miss a class, please let me know ahead of time. It is expected that you will NOT miss more than one grad class per semester unless there are extreme circumstances. If you have to

miss more than one class, please make an appointment with me so that we can discuss your progress in the course (and program) and your reasons for not attending class.

Please note that the Policy Regarding Missing Classes in the MS Clinical Program described both on the MS Clinical website and the *MS Clinical Student Handbook* applies to this course (as with all others). Missing more than one meeting may prevent the student from passing the course. Please review the policy if you are at all unclear about the requirements of attending class.

## **Class Etiquette**

There are only a few real issues here, and they are easy. In general, the guiding principles are to **be respectful and attend to what is going on in class**. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

For our in-person meetings here are the guidelines:

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during class. (If you have a question or point to make, just say it so we can all hear it!)
3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
4. Do not text message during class.
5. Attend to the class material. Do not work on any other course material during class, including other coursework or browsing the internet.
6. Do not sleep during class.

If applicable, for synchronous Zoom meetings here are the guidelines, slightly modified:

1. Please mute your mic when not talking.
2. Be polite and respectful to the other people in the meetings, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
3. Do not text message or otherwise disengage from the meeting during our Zoom times together.
4. Attend to the discussions. Do not work on any other course material during our meetings.
5. Do not sleep during our meetings.

## Professional Communication

The best method of contacting me is via email. Please allow 1 to 2 business days for a response. I do not typically respond to email on weekends. Please use the email address listed on this syllabus. I do not respond to emails sent to Canvas as frequently.

Email is NOT a place to get extensive help with papers. If you have questions about a paper or larger assignment, you must attend online office hours to discuss them; I will not simply read drafts of papers over email. If you have specific questions about an upcoming assignment with respect to material covered, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.

As a graduate student, you are required to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com. If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., paper 2, absence).
2. In the greeting, please address your professor professionally and with courtesy.
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hangover, or whatever, please do not make requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences.
8. Do not use abbreviations for words that are often used in text messages.
9. Use upper and lower case letters.
10. Be sure to use correct grammar and spelling in your message.
11. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

## Needing Help with our Course Website

If you see any broken links, can't figure out where something is, or just need help, please email me. I can likely help!

## Needing Help with Online Learning [if applicable]

Teaching and learning online can be fun, and it can be challenging. I have tried to set up a course that will work for everyone, but each of us has our own unique way of learning. A "one size fits all" approach to online learning will not work for everyone! Let me know where you are having challenges and what you might need. Often time, I can offer a few strategies that might help you succeed.

For a general set of useful resources for online learning, see [SJSU distance learning resources](#).

## Needing Help in this Challenging Time

This is an unprecedented time in all of our lives. The ongoing pandemic affects all aspects of living, from personal experience and distress to our families, our work, our education, and many other situations.

If you need help, feel lost, are getting behind, or have essential parts of your life needing attention in this difficult time, please reach out to me. I want to make sure that this class is not the most challenging part of your life right now.

We will brainstorm and figure out what is possible to help you succeed at the level you are aiming for in this course. Please reach out as things become challenging so we can create a plan for success that fits your unique situation. Always remember, that sooner we can get in on a challenging situation, the more likely we can remedy it. If you wait too long, sometimes our options are much more limited to help alleviate your stress and allow you to succeed.

## Consent for Recording of Class and Public Sharing of Instructor Material

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **You can NEVER give or sell the course notes or any other course material to an outside agency** (e.g., a study website) as this material is copyrighted and legally protected by both the professor and SJSU.

Education Code of California Law section 66450-52 prohibits any person from selling or otherwise publishing class notes or presentation for a commercial purpose. In addition, Title 5, section 41301 in the Student Code of Conduct for all California State Universities prohibits the publication of academic presentations for commercial purposes.

Members of SJSU work actively to detect compromised coursework made available on the web and will determine the specific source of that compromise. We will seek academic and legal consequences to all individuals who posts any course material to another website (including course notes and test materials).

Distributing course or test material is a violation of academic integrity as well as intellectual property rights. These consequences can include academic dismissal and financial liability in civil court.

With respect to recording lectures, [University Policy S12-7](#) requires students to obtain instructor's permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. In order to record a class a written request must be made to the instructor, who will respond in writing. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

### **University Policies**

Per [University Policy S16-9](#) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

**Note, that for this course, you must use quotes and page number for more than three words of text AND provide the reference. Failing to do so is plagiarism.**



**If you plagiarize or otherwise violate the policy of academic integrity in this course, you will fail that assignment and may fail the entire course and be dismissed from the graduate program. All instances of violations of academic integrity will be reported.**

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

## **SJSU Writing Center**

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2<sup>nd</sup> floor. Workshops and tutoring is also available through online platforms.

To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>.

## **SJSU Counseling Services**

The SJSU Counseling Services is located at the Student Wellness Center, room 300B. Professional psychologists, social workers, and counselors are available to provide consultation on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#) at <http://www.sjsu.edu/counseling>.

## **SJSU Cares**

Students experiencing challenges meeting their basic needs including, but not limited to, access to food, shelter, and a safe space are encouraged to contact [SJSU Cares](#). Students who feel that their class performance may be affected by these challenges are encouraged to notify their professors, if comfortable doing so. Faculty members may be able to provide flexibility within the course for students working with a case manager.

## Clinical Assessment (PYSC 203A), Fall 2022

This schedule is approximate, and we will likely deviate from it. It is your responsibility to know where we are in the readings and if the assignment dates have been changed.

Date	Topic	Readings	Assignment Due
Aug 22	<b>Introduction to course</b> The Big Picture (Case conceptualization)	1. Course Syllabus* 2. Meier (chapter 1) 3. Patterson et al. (article)	Begin reading!
Aug 29	<b>Theory and Epistemology</b> <ul style="list-style-type: none"> <li>○ Reasons and Causes for Human Suffering</li> <li>○ Scientific Evidence</li> <li>○ Considerations and Choices</li> </ul> Progress and Process (intro)	1. Meier (chapter 2) 2. Smith (chapter 1) 3. Houts (article) 4. Read Case of John*	
Sept 5	<b>No class meeting: Labor Day</b>		
Sept 12	<b>Overarching Considerations</b> <ul style="list-style-type: none"> <li>• Method and Style</li> <li>• Evidenced Based Practice                             <ul style="list-style-type: none"> <li>○ Accountability</li> <li>○ Single Case Designs</li> </ul> </li> <li>• Purpose, assumptions</li> <li>• Ethics</li> <li>• Observational Assessment</li> <li>• Case conceptualization</li> </ul>	1. Acierno et al. (chapter) 2. Meier (chapter 3) 3. Ethics codes from MFT and ACA (LPC)	Opinion paper
Sept 19	<b>Contextual Variables, Intersectionality, &amp; Assessment of Cultural Experience</b> <ul style="list-style-type: none"> <li>○ Intersectionality</li> <li>○ Self-awareness and assumptions</li> <li>○ Client identity</li> <li>○ Hypothesis generation</li> <li>○ Assessing impact on client</li> </ul>	1. ADDRESSING rubric (Hays) 2. Sue (article) 3. Davison (article) 4. <i>Treatment of Ethnic Minority ...</i> (pp. 4-28) 5. Hansen et al (article)	Response 1 (Background)
Sept 26	<b>Case Conceptualization</b> <ul style="list-style-type: none"> <li>○ Mechanisms of Pathology and Change</li> <li>○ Theory Driven Hypotheses</li> <li>○ Problem list development and evidenced based treatments</li> </ul>	1. Perlman (article) 2. Persons (chs 1-3)	Response 2 (Context)
Oct 3	<b>Case Conceptualization (continued)</b> <ul style="list-style-type: none"> <li>○ Developing the goal list for clients</li> <li>○ Developing the plan list</li> <li>○ Tying this all to assessment</li> </ul>	1. Meier (chapter 5) 2. Johnstone & Dallos (chapter)	Response 3 (Problems)

Date	Topic	Readings	Assignment Due
Oct 10	<b>Diagnoses vs. Mechanisms</b> <ul style="list-style-type: none"> <li>○ Symptom-based assessments</li> <li>○ DSM assessment, targets, &amp; critique</li> </ul>	1. Follette & Houts (article)	Response 4 (Goals & Plan)
Oct 17	<b>Behaviorally Specific Targets &amp; Functional Assessment</b> <ul style="list-style-type: none"> <li>○ Understanding function</li> <li>○ Assessing function and contingencies</li> <li>○ Considering intra- &amp; interpersonal functions</li> <li>○ Progress and Process (revisited)</li> </ul>	1. Morganstern (chapter) 2. Hayes et al (article)	
Oct 24	<b>Nomothetic and Standardized assessment</b> <ul style="list-style-type: none"> <li>○ Construction</li> <li>○ Psychometrics</li> <li>○ Cut-scores</li> <li>○ Batteries, RAIs</li> <li>○ Assumptions of takers</li> </ul> Clinical vs. statistical change	1. Solano-Flores (article) 2. Clark & Watson (article) 3. BDI review (article)	Response 5 (Symptoms, Progress & Process)
Oct 31	<b>Common Measures</b> <ul style="list-style-type: none"> <li>○ Common RAIs, when to use, what to know</li> </ul>	1. RAIs	Response 6 (Psychometrics) <i>Self-evaluation of participation</i>
Nov 7	<b>Idiographic Assessment</b> <ul style="list-style-type: none"> <li>○ How to build an assessment</li> <li>○ [All Final Paper components finished here]</li> </ul>	1. Molenaar (article) 2. Runyan (article)	Response 7 (RAI Application)
Nov 14	<b>Tracking &amp; Presenting Data</b> <ul style="list-style-type: none"> <li>○ How to track meaningful data</li> </ul>	1. Meier (chapter 4) 2. Callaghan (article)	Response 8 (Idiographic for Samuel)
Nov 21	<b>The Intake: Structure and Goals</b> <ul style="list-style-type: none"> <li>○ Organizing your approach</li> <li>○ Essential information</li> <li>○ Suicide assessment</li> <li>○ Safety issues and Mental status</li> <li>○ CPS, Crisis Teams, Mini-Mental</li> </ul> <i>Demonstration and Practice opportunity</i>	1. Cormier & Nuriou (chapter 9) 2. Halpern (article)	Response 9 (Presenting data – Lupe)
Nov 28	<b>The Intake: Gathering Assessment data</b> <ul style="list-style-type: none"> <li>○ Initial contact, the intake, ongoing collection, termination</li> <li>○ Outcome, Progress, and Process measurement</li> </ul> <i>Demonstration and Practice opportunity</i>	1. Jones (article) 2. Structured Interview example	Response 10 (Intake 1)
Dec 5	<b>Progress Notes</b> <ul style="list-style-type: none"> <li>○ Ethics and SOAP notes</li> </ul> <b>Integrating data into and informing the case conceptualization</b> <b>The therapist's personal conceptualization</b>	1. Roth (article)	Response 11 (Intake 2)
Dec 7	<b>Final Paper due</b>		

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