SYLLABUS

Course Information:
PSYC 3350.001: Introduction to Clinical and Counseling Psychology
SPRING 2017
Tuesday/Thursday 9:30 – 10:45
Room: ADM 127

Professor Information:
Dennis R. Combs, Ph.D.
Professor of Psychology, Licensed Psychologist
Office: BEP248C
Office Hours: Other times by appointment (email for times)
Office Phone: 565-5880
Email: Dcombs@uttyler.edu

Course Description:
Examination of psychological principles as a basis for effective intervention in human problems. Introduction to the roles and functions of professional psychologists in mental health, medical, educational, and community settings; theories and techniques of psychological interviewing and evaluation; and development of change programs for child and adult behavior problems.

Student Learning Objectives:
1. Understand the profession of clinical and counseling psychology, its duties, and educational requirements.
2. Understand the principles and application of reinforcement, punishment, and extinction as they relate to behavior change
3. Be able to assess behaviors, develop a treatment plan, and monitor its effectiveness as part of a self-change project.
4. Understand the stages of change model as it applies to behavior change.

Required Texts:
ISBN-10: 0495508225

Course Evaluation Procedure:
Course evaluation is based on performance on exams, a self-change project, and class participation. Four examinations will be given for the course. Each exam will cover approximately three to four chapters. Each examination will count 15%. Thus, all four examinations will account for 60% of your grade. The self-change project will account for 40% of your grade. It is expected that you attend each class as it is hard to learn the material if you miss excessive numbers of classes.

Official Course Grading Scale:
A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = Below 59

Final Averages of over .5 of a point will be rounded to the next higher grade point. For example, a final average of 79.5 would be rounded to a grade of 80. However, a grade of 79.4 would remain a grade of 79. Final grades are not open to negotiation or extra points for other assignments. Changes will be made only if a clerical error is found.

For each examination the instructor will examine the overall class average and the individual test items to determine if the grades will be curved. Sometimes, an examination is more difficult than expected so this allows for a corrective mechanism if this occurs.

**Self-Change Project:**

As part of the course, you will be asked to take on the role of a psychologist by attempting to change one of your unacceptable habits or behaviors (lack of exercise, nail biting, procrastination, etc). This project will provide insight into the difficulties in changing behaviors that clinical psychologists face on a daily basis. Changing behaviors in others can be difficult and by experimenting on yourself first, a new level of appreciation into the clinical aspects of professional psychology will be obtained. Here are some guidelines to assist you in this project. I will provide an example in class to help later on in the spring semester.

1) Choose a behavior or habit that you consider is a problem such as lack of exercise, snacking too much, poor study habits, oversleeping, procrastination, etc. Be advised that this is not a clinical treatment program so try to avoid treating problems like smoking, anxiety, substance abuse, relationship problems, or depression. Also, do not choose behaviors that are very personal or embarrassing since a written report will be handed in on the project. Please do not attempt to change the behaviors of others as this is a self-change project. The behavior you chose must be able to be clearly defined and measured.

2) The project will run over a nineteen-day period. For the first five days, you will be asked to observe and record the number of times you engage (or don’t engage) in the behavior. This is called the baseline, which will be followed by a treatment. The length of time may vary depending on the design you choose. You will graph your behaviors over the 19 day period to provide data to determine if your treatment program works. The Microsoft Excel spreadsheet program works well for this part and will be demonstrated in class.

3) Over the course of the semester, you will be exposed to a variety of methods to change behaviors such as reinforcement, punishment, extinction, and cognitive behavioral techniques. You will select one or more of these methods to use in changing your behavior. Following baseline, simply apply the chosen treatment to your behavior and see if change occurs. The increase or decrease in behaviors will become part of your graph.

4) During the treatment phase, you will record the effects of the treatment on your target behaviors. Add these new changed behaviors to your graph to show the effects of the intervention. If you feel that your intervention is not working then you can change to a different intervention or modify existing plans to make them better, but make sure that enough time has elapsed to see if it works (e.g., 5 days). In other words, do not give up after the first day. You will be asked to use one of the research designs presented in
class to examine if your treatment worked. ABAB, multiple baseline, or changing criterion designs work well.

5) After completion of your self-change project, you will turn in a written report of your plan. More information on the contents of the report will be discussed in class at a later date.

**This Project is due on April 25, 2017 at the beginning of class.**

University Policies: Excused Absences, Academic Dishonesty, Grade Forgiveness, and Accommodations for Disabilities

Grade Replacement/Forgiveness
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Disability Services
If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: http://www.uttyler.edu/disabilityservices.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
(i) “Cheating” includes, but is not limited to:

• copying from another student’s test paper;
• using during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

College of Education and Psychology Mission Statement:
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service.

Vision:
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions in the region.

Psychology B.S./B.A. Program Mission Statement:

The mission of the undergraduate program in Psychology is to provide students with a demonstrable knowledge and understanding of the science of behavior and the mind, including content in Memory and Thinking; Sensory and Behavioral Neuroscience; Developmental Psychology; Clinical and Abnormal Psychology; Social Psychology; Psychological Measurement and Methodology. We seek to prepare students for either postgraduate education or a wide variety of employment settings and careers.

Psychology B.S./B.A. Program Learning Outcomes may be found at:

http://www.uttyler.edu/psychology/BSBAPsychPLO
# Tentative Course Schedule

## Unit 1: Foundations of Clinical Psychology

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>Introductions, Assignments, and Overview</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Clinical Psychology: An Introduction, Chapter 1 (Trull)</td>
</tr>
<tr>
<td>Jan 24</td>
<td>Clinical Psychology introduction, continued, Careers in Psychology</td>
</tr>
<tr>
<td></td>
<td>(Readings posted on Blackboard)</td>
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<tr>
<td>Jan 26</td>
<td>Careers in Psychology/Graduate Training (slides)</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Guest Presentations on Psychology Careers</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Historical Overview of Clinical Psychology, Chapter 2 (Trull)</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Current Issues in Clinical Psychology, Chapter 3 (Trull)</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Current issues, continued/Begin Assessment Interview, Chp. 6 (Trull)</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Assessment Interview continued, Chapter 6 (Trull)</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Diagnosis, Chapter 5 (Trull): Tegrity Lecture</td>
</tr>
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**Feb 21**  
**Exam # 1**  
Feb 23  
Clinical Judgment, Chapter 10 (Trull)

## Unit 2: Behavior Change Principles

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Feb 28</td>
<td>What is Behavior Modification? (from slides)</td>
</tr>
<tr>
<td></td>
<td>Basics of Classical Conditioning, Chapter 8, (Note. All Miltenberger</td>
</tr>
<tr>
<td></td>
<td>readings on Blackboard)</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Behavioral Assessment Methods, Chapter 2 (Miltenberger)</td>
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<tr>
<td></td>
<td>Self-Knowledge: Observation and Recording, Chapter 3 (these</td>
</tr>
<tr>
<td></td>
<td>readings posted on Blackboard)</td>
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<tr>
<td>Mar 7</td>
<td>Graphing and Measuring Change, Chapter 3 (Miltenberger)</td>
</tr>
<tr>
<td>Mar 9</td>
<td>Reinforcement, Chapter 4, (Miltenberger)</td>
</tr>
<tr>
<td>March 13-18</td>
<td>No Classes Spring Break Week</td>
</tr>
<tr>
<td>Mar 21</td>
<td>Differential Reinforcement, Chapter 15 (Miltenberger)</td>
</tr>
<tr>
<td>Mar 23</td>
<td>Overview of Punishment, Chapter 6 (Miltenberger); <strong>Self-Change</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Project Example provided by Dr. Combs</strong></td>
</tr>
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</table>

**Mar 28**  
**Exam #2**  
Mar 30  
Time-Out and Response Cost, Chapter 17 (Miltenberger)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>Apr 4</td>
<td>Positive Punishment, Chapter 18 (Miltenberger)</td>
</tr>
<tr>
<td>Apr 6</td>
<td>Extinction, Chapter 5 (Miltenberger)</td>
</tr>
<tr>
<td>Apr 11</td>
<td>Applying Extinction, Chapter 14 (Miltenberger)</td>
</tr>
<tr>
<td>Apr 13</td>
<td>No Class</td>
</tr>
</tbody>
</table>
Apr 18  Exam # 3  
Unit 3: Processes of Self-Change  
Apr 20  Changing For Good, Chapters 1-3 (Prochaska book)  

Apr 25  Changing For Good, Chapters 4-6 (Prochaska book); Self-Change Projects Due Today; Read chapters 7-9 for exam #4  

Apr 27  Exam #4 (Changing for Good Book)  

Final Exam: Dates and Times TBD  

End of Syllabus