Attention!

This is a representative syllabus.

The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
Overview of the course
In this course we will focus on how to think critically about the major issues in clinical psychology. Many of these issues involve long-standing controversies that remain thorny problems for clinical psychology to this day. Other issues involve recent developments in the field. These topics will be dealt with through readings, videos, lectures, and class discussions. Many of the topics and controversies that we'll consider involve the influence of an uncritical perspective, flawed reasoning, and/or flawed evidence. In short, this course is about why it is important to take a scientific approach to clinical psychology and about learning the principles and skills necessary for doing so. My goal is to hone your ability to critically evaluate the quality of the claims made by scientists, professionals, the media, and self-appointed "experts" on issues relevant to clinical psychology and other mental health professions (e.g., social work and psychiatry). In particular, we will critically evaluate the quality of the evidence and reasoning behind these claims. Although in this class we will apply them to clinical psychology and related disciplines, the skills and perspective emphasized in this course are applicable far beyond such fields. I hope you will find them useful in your study of psychology and in your life in general.

Exams and Quizzes
There will be 4 exams in the course, which will account for 90% of your grade. However, you will be permitted to drop the lowest score among the 4 exams. Thus, only 3 exams will count, with each being worth 30% of your grade. That means that if you are happy with your grade after the first three exams, you can choose to drop the final exam – in which case you would not need to take the final. The final exam is partially cumulative: Material from the final four class periods will account for approximately 40% - 50% of the points on the exam, with material from earlier classes accounting for the remainder.

There will also be at least 4 pop quizzes. Those 4 quizzes will account for the remaining 10% of your grade, with each weighted equally. Any quizzes beyond 4 will count as extra credit toward your quiz total score.

Details about the exams: Items on the exams will typically be a mix of formats. However, many of the items are likely to be short essay format. Other formats, such as multiple choice and fill in the blank,
will also be used where appropriate. Questions will generally require you to show that you understand the scientific principles and critical thinking skills that will be discussed in the first portion of the course and that you can apply them to understand and critique the various sides of the challenging and often controversial issues discussed in the remainder of the course. This amounts to more than simply memorizing principles or facts. Instead, it requires flexible understanding of those principles and the ability to apply them. Sample exam questions will be provided early in the course to give you a better idea of what these exams will be like. Exams are designed to draw on material covered in lecture, readings, and videos. Please note that if you miss a video you would be wise to arrange to view it at another time or you will be at a disadvantage come exam time.

**Details about the quizzes:** The quizzes will be given without prior warning at the start of at least 4 class periods. **Note: If you are late for class you risk missing a quiz.** The quizzes will be brief and focused entirely on the reading(s) assigned for the class period in which the quiz occurs. Thus, they are meant to help motivate you to do the readings before class by providing a proximal reward for doing so. Of course, doing the readings in advance will also pay longer term dividends because it will make it easier to assimilate the material from lecture and to contribute to class discussion – and thus, will enable you to process the material more deeply and thereby enhance your mastery of the material and your performance on the exams.

**Policy on missing exams and quizzes:** You must get approval prior to missing an examination or a quiz except in the case of a documented emergency. Prior approval will only be granted in cases of unavoidable (i.e., non-optional) conflicting events. Be prepared to provide substantiation of the reason for your absence. For example, if you're sick, be sure to get a note from your doctor. Such a note should be on a form made for the purpose or on letterhead. Makeup exams will only be given in cases of documented emergency or when prior approval has been given to miss an exam. Makeup quizzes will not be given. Instead, the quiz totals for students with excused absence from a quiz will be prorated to reflect the absence of the quiz in question.

**Grading:** For a variety of reasons, I do not grade on a curve. For example, when a curve is used, no matter how well everyone in the class does on an exam, only a minority of students can receive an A. Instead, I prefer to give everyone a chance to get an A. Exams are designed to reflect what I think is an appropriate level of mastery of the material covered. If everyone has mastered the material, that’s great! In determining grades, I apply the following preset cut points. **Note that exams are referenced to the 2nd highest score obtained on a given exam rather than to the total points available.** This compensates for high scores that are outliers in the distribution. **Please note: Quizzes are NOT adjusted in this manner.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93% (of the 2nd highest score) and above</td>
<td>C</td>
<td>73% - 76%</td>
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<tr>
<td>A-</td>
<td>90% - 93%</td>
<td>C-</td>
<td>70% - 72%</td>
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<tr>
<td>B+</td>
<td>87% - 89%</td>
<td>D+</td>
<td>66% - 69%</td>
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<tr>
<td>B</td>
<td>83% - 86%</td>
<td>D</td>
<td>60% - 65%</td>
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<tr>
<td>B-</td>
<td>80% - 82%</td>
<td>E</td>
<td>Below 60%</td>
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<tr>
<td>C+</td>
<td>77% - 79%</td>
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**Misconduct Statements**

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at http://studentconduct.osu.edu.

**Sexual misconduct/relationship violence:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

**Students with disabilities**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, TDD 292-0901, VRS 429-1334; http://www.ods.ohio-state.edu/.

**Student feedback about the course**

It is my aim to make this an intellectually stimulating course. Thus, I am always interested in finding ways to improve it and I hope you will feel free to share your reactions to the course with me. Similarly, if you have an idea or know of an example that you think would enhance the course please share it with me. Of course, at the end of the quarter you will be asked to complete the Student Evaluation of Instructor forms. But I hope you will also tell me directly what you like and don’t like about the course, how you think the course content or structure could be improved, or how you think I might improve my teaching. Feel free to stop by and see me during my office hours, send me an e-mail message, or, if you would prefer to remain anonymous, drop a note in my mailbox in Psychology Building, Room 129.

**Readings for the course**

**IMPORTANT:** All assigned readings should be read **before** the relevant class period. Your ability to benefit from lectures and videos and to contribute to in-class discussion will be significantly improved if you have read the readings before class (not to mention your quiz performance).

**NOTE:** We will **not cover everything from the readings in class.** Lectures and discussions are meant to complement the readings – not to duplicate them. This will be especially true of the material in the books. The authors generally do a good job of making their points understandable. I will typically offer more guidance regarding articles. **The exams will cover material from the readings (especially the book) that is not covered in class.** Your performance on the exams will suffer if you do not learn that material. The quizzes on the student website for the book (see below) is an excellent way to test your knowledge of that material.
Books:


- A student website where you can test your knowledge on each chapter in the book can be found at: [www.wiley.com/college/hunsley](http://www.wiley.com/college/hunsley) - Click on the “For Students” button.
- **NOTE:** If you have the first edition of the Hunsley and Lee book it will likely be adequate in most cases but I can’t guarantee there aren’t some differences that will impact your score on quizzes or exams.


- **NOTE:** The first edition of the Lilienfeld et al. book is outdated and differs in many important ways from the current edition.

Additional readings will be posted on Canvas

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics, Assigned Readings, and Videos</th>
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<tbody>
<tr>
<td>8/22</td>
<td>Overview of the course</td>
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<tr>
<td>8/24</td>
<td>Why should clinical psychology be approached scientifically?</td>
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Examples of the problem:
- Rebirthing therapy and the death of Candace Newmaker

**Reading:**

Lilienfeld et al. book:
- Foreword: The scientist practitioner gap: Revisiting “A view from the bridge” a decade later (pp. ix – xx).

**Section 1: Building foundations**

8/29

**A brief tour of contemporary clinical psychology (Part 1)**
- What does clinical psychology look like today?
- How is it similar to and different from other mental health professions?
- Activities of clinical psychologists
- The role of science in clinical psychology
- Ethics in clinical psychology

**Readings: Hunsley & Lee book:**
- Chapter 1: pp. 1-17 (stop before “A Brief History of Clinical Psychology”)
- Chapter 2: pp. 35-56 (stop before “Training in Clinical Psychology”)

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<tr>
<th>Class</th>
<th>Topics, Assigned Readings, and Videos</th>
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<tr>
<td>8/31</td>
<td>A brief tour of contemporary clinical psychology (Part 2)</td>
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<tr>
<td></td>
<td>- How did we arrive at the current state of the field?</td>
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<td>- Models of training in clinical psychology and their evolution</td>
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<td>- Graduate study in clinical psychology today</td>
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<td><strong>Readings:</strong></td>
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<td>Hunsley &amp; Lee book:</td>
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<td></td>
<td>– Chapter 1: pp. 17 – 34 (the Brief History section)</td>
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<td>– Chapter 2: pp. 57 – 64 (Models of Training)</td>
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<tr>
<td>9/5</td>
<td>Evaluating the quality of reasoning I</td>
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<td><strong>Reading:</strong></td>
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<td>Lilienfeld et al. book:</td>
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<td>– Chapter 1: Science and pseudoscience in clinical psychology: Initial thoughts, reflections, and considerations (pp. 1-16).</td>
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<tr>
<td>9/7</td>
<td>Evaluating the quality of reasoning II</td>
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<td><strong>Reading: To be determined</strong></td>
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<td>9/12</td>
<td>Evaluating the quality of evidence I</td>
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<td><strong>Reading:</strong></td>
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<td>Hunsley &amp; Lee book:</td>
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<td>– Chapter 4: Research Methods in Clinical Psychology</td>
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<tr>
<td>9/14</td>
<td>Evaluating the quality of evidence II</td>
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<td><strong>Readings:</strong></td>
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<tr>
<td>9/19</td>
<td>Evaluating the quality of evidence III</td>
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<td></td>
<td>Lilienfeld et al. book:</td>
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</table>
- Chapter 7: New age and related novel unsupported therapies in mental health practice (pp. 191-209).
- Pay special attention to the section on Thought Field Therapy (pp. 199-204)

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<thead>
<tr>
<th>Class</th>
<th>Topics, Assigned Readings, and Videos</th>
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<tbody>
<tr>
<td>9/21</td>
<td>Evaluating the quality of reasoning and evidence in context</td>
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<tr>
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<td>- Facilitated communication (FC) and autism – A cautionary tale</td>
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<td>Video: FC video</td>
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<td>- NOTE: This video includes coverage of sexual abuse allegations</td>
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<td>Readings:</td>
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<td>Lilienfeld et al. book:</td>
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<tr>
<td>9/26</td>
<td>Exam 1</td>
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**Section 2: Issues in Psychological Assessment**

| 9/28   | Reason and unreason in psychological assessment I: A Brief Introduction to Psychometrics |
|        | - Psychological assessment involves hypothetical constructs |
|        | - What is required for a psychological assessment instrument (i.e., a test) to provide useful information? |
|        | Reading: Hunsley & Lee book – Chapter 5: Assessment Overview |

<p>| 10/3   | An example to illustrate the importance of a scientific approach (Part 1): The noble but problematic goal of identifying mass shooters before they act |
|        | - The problem of low base rates |
|        | Readings: |
|        | Hunsley &amp; Lee book: |
|        | - Chapter 5: pp. 141-142 (Prognosis/Prediction section) |
|        | A handout on the problem of low base rates in clinical psychology will be provided in class |</p>
<table>
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<tr>
<th>Class</th>
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| 10/5  | An example to illustrate the importance of a scientific approach (Part 2): How to solve the problem of low base rates.  
- The logic of multiple gating.  
Park Dietz video  
Reading:  
Lilienfeld et al. book:  
- Read pp. 83-95 in chapter 4: The science and pseudoscience of expert testimony (stop before section on controversial psychiatric diagnoses) |
| 10/10 | Reason and unreason in psychological assessment II: Psychometrics in context (Part 1)  
- Assessing childhood sexual abuse using anatomically detailed dolls  
- Video on use of anatomically detailed dolls  
- NOTE: This video discusses assessment of allegations of childhood sexual abuse  
- Assessing intelligence  
Reading: Hunsley & Lee book:  
- Chapter 7: Intellectual and cognitive measures |
| 10/12 | Reason and unreason in psychological assessment II: Psychometrics in context (Part 2)  
- Assessing Personality – Objective and Projective Tests  
Readings:  
Hunsley & Lee book:  
- Chapter 8: Self-Report and projective measures  
Lilienfeld et al. book:  
- Chapter 3: Controversial and questionable assessment techniques (pp. 42-82). |
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<tr>
<td>10/17</td>
<td>Reason and unreason in psychological assessment IV: Some myths about clinical expertise (part 1)</td>
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<td>10/17</td>
<td><strong>Readings:</strong></td>
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<td><strong>Hunsley &amp; Lee book</strong></td>
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<td>- Chapter 9: Assessment: Integration and Clinical Decision Making</td>
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<td><strong>Lilienfeld et al. book:</strong></td>
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<td>- Chapter 2: Understanding why some clinicians use pseudoscientific methods: Findings from research on clinical judgment (pp. 19-41).</td>
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<td>10/19</td>
<td>No Class – Autumn Break</td>
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<tr>
<td>10/24</td>
<td>Reason and unreason in psychological assessment IV: Some myths about clinical expertise (part 2)</td>
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<tr>
<td>10/24</td>
<td>- Clinical versus actuarial approaches to decision making</td>
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<td>- A detailed handout will be provided in class</td>
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<tr>
<td>10/26</td>
<td>Exam 2</td>
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<tr>
<td><strong>Section 3: Issues in Classification and Treatment of Psychopathology</strong></td>
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<tr>
<td>10/31</td>
<td>Reason and unreason in psychological assessment III: Classification &amp; diagnosis (part 1)</td>
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<tr>
<td>10/31</td>
<td><strong>Reading: Hunsley &amp; Lee book</strong></td>
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<td>- Chapter 3: Classification and Diagnosis</td>
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<td>11/2</td>
<td>Reason and unreason in psychological assessment III: Classification &amp; diagnosis (part 2)</td>
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<tr>
<td>11/2</td>
<td>The examples of autism spectrum disorder and major depressive disorder</td>
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<td><strong>Readings:</strong></td>
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<td><strong>Lilienfeld et al. book:</strong></td>
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Class | Topics, Assigned Readings, and Videos
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11/7 | Psychosocial interventions – An overview (Part 1)
   | **Reading: Hunsley & Lee book**
   | - Revisit chapter 1 (pp. 26 – 31 [History of Intervention in Clinical Psychology])
   | - Chapter 11: Intervention: Overview

11/9 | Psychosocial interventions – An overview (Part 2)
   | **Reading: Hunsley & Lee book**
   | - Chapter 12: Intervention: Adults and Couples
   | - Chapter 13: Intervention: Children and Adolescents

11/14 | Does psychotherapy work on average?
   | - The pros and cons of meta-analysis
   | **Reading:**

11/16 | Do all treatments work equally well?
   | - Common factors in psychotherapy: What are they and how much do they matter?
   | - Is the Dodo Bird’s verdict correct? Are all psychological interventions winners and must all have prizes?
   | **Readings:**
   | Hunsley & Lee book
   | - Chapter 14: Intervention: Identifying Key Elements of Change
   | Lilienfeld et al. book
   | - Chapter 6: The science of psychotherapy: Developing, testing, and promoting evidence-based treatments (pp. 155-190).

11/21 | Exam 3

11/23 | No Class - Thanksgiving

11/28 | What would a scientific clinical psychology look like? Empirically supported treatments and evidence-based practice
   | **McFall, R. M. (1991). Manifesto for a science of clinical psychology.**
   | [http://horan.asu.edu/ced522readings/mcfall/manifesto/manifest.htm](http://horan.asu.edu/ced522readings/mcfall/manifesto/manifest.htm)
   | - NOTE: Just use Google to search for “McFall Manifesto” and this link should be the first hit.
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<tr>
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<tr>
<td>11/30</td>
<td>Reaching a wider audience (Part 1): Effectiveness and Dissemination of Treatments</td>
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<tr>
<td>12/5</td>
<td>Reaching a wider audience (Part 2): Alternative Approaches and Prevention Efforts</td>
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<td>Readings:</td>
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<td>Hunsley &amp; Lee book – Chapter 10: Prevention</td>
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<td>12/8</td>
<td>Final Exam: Time: 4:00 – 5:45 PM</td>
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<td>Place: Psychology Building Room 014 (our regular classroom)</td>
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