

**PSY 730 Fall 2007: Proseminar in Clinical Psychology (3 hours)  
Mondays and Wednesdays 8:30 to 10:00 (Clinic Classroom)**

**Instructor:** Marc Boccaccini, Ph.D.  
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**Course Description**

PSY 730 CLINICAL PSYCHOLOGY PROSEMINAR. This course introduces students to the field of clinical psychology, to current topics in clinical psychology, and the areas in which clinical psychologists practice and conduct research. Students are also introduced to the research programs and clinical interests of the core faculty in the Clinical Psychology Ph.D. Program. As part of the course, students are expected to begin scholarly work with a faculty member of their choice. This is a discussion/seminar course that will challenge you to think critically about current and sometimes controversial issues in clinical psychology and to begin thinking about the types of future psychological research that are needed in these areas. Grading in the course is based on student performance on a series of brief research proposals, culminating in a final developed research proposal.

**Course Objectives**

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

**Readings** (see calendar for a list of readings)

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

**Attendance policy**

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

**Americans with Disabilities Act**

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

**Instructor and Course Evaluations**

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

## **Religious Holidays**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

## **Academic honesty**

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

## **Plagiarism**

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

## **Grading Plan**

Brief research proposals 10 x 7 points each (70%)  
Research Proposal and presentation 30 points (30%)

## **Assignments**

**1. Brief Research Proposals:** You will be required to complete **10 brief research proposals**. Dates on which brief proposals are due are identified in the class schedule. On each of these days, you are to bring to class a 2-3 page (typed, double spaced, 12-point font) brief research proposal that you developed based on what you learned from one (or more) of the class readings for that day. The proposal should contain the following information: 1) one paragraph summarizing the issue or research finding described in the reading that is the basis for your research idea, 2) identify a hypothesis (or hypotheses) stemming from the reading that you think need to be investigated in future research, 3) describe how a research study might be designed to examine this issue. We will be talking about your proposals in class. The purpose of these proposals is to help you in thinking about thesis and dissertation research topics. **The studies you propose should be feasible. In other words, you should propose a study that you could actually complete for a thesis or dissertation.**

**2. Developed Research Proposal:** Develop one of the research ideas in your brief proposals into a formal research proposal. This should include a literature review (5 pages), a discussion of hypotheses (1-2 pages), and a Method section (e.g., participants, measures, procedure). I know that you have not taken research methods yet, so do not worry about perfecting the methodology. What I want to see is that you have developed a good idea and have started to think about how to conduct a study examining the idea. You must get your proposal topic approved by me. **Papers are due Monday 11/26.** You will also be required to propose your research project to the class, in the format of a thesis proposal presentation.

## Class Schedule

Weds 8/22

### Introduction to class

Mon 8/27

### Career/professional development

1. Morgeson, F.P., Seligman, M.E.P., Sternberg, R.J., Taylor, S.E., & Manning, C.M. (1999). Lessons learned from a life in psychological science: Implications for young scientists. *American Psychologist, 54*, 106-117.
2. Lord, C.G. (2004). A guide to PhD graduate school: How they keep score in the big leagues. In J.M. Darley, M.P. Zanna, and H.L. Roediger III (Eds.), *The compleat academic: A career guide* (2nd Ed., pp 3-15). Washington, DC: American Psychological Association.

Weds 8/29

### More career development

1. Cassin, S.E., Singer, A.R., Dobson, K.S., & Altmaier, E.M. (2007). Professional interests and career aspirations of graduate students in professional psychology: An exploratory survey. *Training and education in Professional Psychology, 1*, 26-37.
2. Comas-Diaz, L. (2006). The present and future of clinical psychology in private practice. *Clinical Psychology: Science and Practice, 13*, 273-277.
3. Calhoun, K.S., & Craighead, W.E. (2006). Clinical psychology in academic departments. *Clinical Psychology: Science and Practice, 13*, 278-281.

Mon 9/3

### Labor Day (no Class)

Weds 9/5

### Legally Informed Clinician

1. Bersoff, D.N., et al. (1997). Training in law and psychology: Models from the Villanova conference. *American Psychologist, 52*, 1301-1310.
2. Otto, R.K., & Heilbrun, K. (2002). The practice of forensic psychology: A look toward the future in light of the past. *American Psychologist, 57*, 5-18.

Mon 9/10

### Craig Henderson BRIEF RESERCH PROPOSAL 1 DUE

1. Henderson, C., et al. (2007). Program use of effective drug abuse practices for juvenile offenders. *Journal of Substance Abuse Treatment, 32*, 279-290.
2. Hogue, A., Henderson, C., et al. (2007). *Treatment adherence, competence, and outcome in individual and family therapy for adolescent substance abuse*. Manuscript submitted for publication.
3. Henderson, C., et al. (2007). *Grandmother-grandchild relationship quality predicts psychological adjustment among youth from divorced families*. Manuscript submitted for publication.

Weds 9/12

Assessment: Clinical and Actuarial Judgment

1. Garb, H.N., & Boyle, P.A. (2003). Understanding why some clinicians use pseudoscientific methods: Findings from research on clinical judgment. In S.O. Lilienfeld, S.J. Lynn, and J.M. Lohr (Eds.), *Science and Pseudoscience in clinical psychology* (pp. 17-38). New York: Guilford.
2. Grove, W.M., et al. (2000). Clinical versus mechanical prediction: A meta-analysis. *Psychological Assessment, 12*, 19-30.

Mon 9/17

Dan Murrie BRIEF RESERCH PROPOSAL 2 DUE

1. Murrie, D.C., Boccaccini, M.T., Johnson, J.T., & Janke, C. (in press). Does interrater (dis)agreement on Psychopathy checklist scores in sexually violent predator trials suggest partisan allegiance in forensic evaluations? *Law and Human Behavior*.
2. Murrie, D.C., Boccaccini, M.T., McCoy, W., & Cornell, D. (2007). Diagnostic labeling in juvenile court: How do psychopathy and conduct disorder findings influence judges? *Journal of Clinical Child and Adolescent Psychology, 36*, 228-241.

Weds 9/19

Research Allegiance

1. Antonuccio, D.O., & McClanahan, T.M. (2003). Psychology in the prescription era: Building a firewall between marketing and science. *American Psychologist, 58*, 1028-1043.
2. Luborsky, L., et al. (1999). The researcher's own therapy allegiances: A "wild card" in comparisons of treatment efficacy. *Clinical Psychology: Science and Practice, 6*, 95-106.

Mon 9/24

Marc Boccaccini BRIEF RESERCH PROPOSAL 3 DUE

- 1) Young, B.A., Boccaccini, M.T., Conroy, M.A., & Lawson, K. (2007). Four practical and conceptual assessment issues that evaluators should address in capital case mental retardation evaluations. *Professional Psychology: Research and Practice, 38*, 169-178.
- 2) Boccaccini, M.T., & Murrie, D.C (2007). NIJ grant proposal. Sex offender risk assessment.

Weds 9/26

Treatment

1. Boisvert, C.M., & Faust, D. (2006). Practicing psychologists' knowledge of general psychotherapy research findings: Implications for science-practice relations. *Professional Psychology: Research and Practice, 37*, 708-716.
2. Luborsky et al. (2002). The dodo bird verdict is alive and well—mostly. *Clinical Psychology: Science and Practice, 9*, 2-12.
3. Beutler, L.E. (2002). The dodo bird is extinct. *Clinical psychology Science and Practice, 9*, 30-34.

Mon 10/1

Audrey Miller **BRIEF RESERCH PROPOSAL 4 DUE**

1. Miller, A.K., et al. (2007) Self blame among sexual assault victims prospectively predicts revictimization: A perceived sociological context model of risk. *Basic and Applied Social Psychology*, 29, 129-136.
2. Miller, A.K., & Markham, K.D. (2007). Depression, regulatory focus, and motivation. *Personality and Individual Differences*, 43, 427-436.
3. Miller, A.K., et al. (2007). *Deconstructing self-blame following sexual assault: The critical role of cognitive processing*. Manuscript submitted for publication.

Weds 10/3

Prescriptive Authority for Psychologists

1. Robiner, W.N., Bearman, D.L., Berman, M., Grove, W., Colon, E., Armstrong, J., & Mareck, S. (2002). Prescriptive authority for psychologists: A looming health hazard? *Clinical Psychology: Science and Practice*, 9, 231-248.
2. Levine, E.S., & Schmelkin, L.P. (2006). The move to prescribe: A change in paradigm? *Professional Psychology: Research and Practice*, 37, 205-209.
3. LeVine, E.S. (2007). Experienced from the frontline: prescribing in New Mexico. *Psychological Services*, 4, 59-71.

Mon 10/8

Mary Alice Conroy **BRIEF RESERCH PROPOSAL 5 DUE**

1. Readings to be announced.

Weds 10/10

Consultation

1. Dougherty, A.M. (2000). Mental health consultation. In A.M. Dougherty, *Psychological consultation and collaboration in School and community settings* (3rd ed.) (pp. 229-267). Stamford, CT: Brooks/Cole
2. Robinson, J.D., & Baker, J. (2006). Psychological consultation and services in a general medical hospital. *Professional Psychology: Research and Practice*, 37, 264-267.

Mon 10/15

Thesis/dissertation proposal example

Weds 10/17

Heather Littleton BRIEF RESEARCH PROPOSAL 6 DUE

1. Littleton et al. (2007) NSF grant project description.
2. Littleton et al. (2007). Research plan NIMH grant proposal.
3. Littleton, H. (2007). Rape acknowledgment, recovery-related behaviors, and re-victimization risk: A longitudinal study. SPSSI grant proposal.

Mon 10/22

Rody Miller BRIEF RESEARCH PROPOSAL 7 DUE

1. Miller, R. (2006). Is embarrassment a blessing or a curse. Book chapter.
1. Miller (2007). Attending to temptation: The operation (and perils) of attention to alternatives in close relationships. Manuscript submitted for publication.

Weds 10/24

Diversity

- 1) Carter, R.T., & Forsyth, J.M. (2007). Examining race and culture in psychology journals: The case of forensic psychology. *Professional Psychology, Research and Practice*, 38, 133-142.
- 2) Stuart, R.B. (2004). Twelve practical suggestions for achieving multicultural competence. *Professional Psychology: Research and Practice*, 35, 3-9.

Mon 10/29

Internship

- 1) Rodolfa, E.R., Owen, J.J., & Clark, S. (2007). Practicum training hours: Fact and fantasy. *Training and Education in Professional Psychology*, 1, 64-73.
- 2) Kaslow, N.J., Pate, W.E., & Thorn, B. (2005). Academic and internship directors perspectives on practicum experiences: Implications for training. *Professional Psychology: Research and Practice*, 36, 307-317.

Weds 10/31

Diagnosis and Taxometrics

1. Watson, D., & Clark, L.A. (2006). Clinical diagnosis at the crossroads. *Clinical Psychology: Science and Practice*, 13, 210-215.
2. Joiner, T.E., & Schmidt, N.B. (2002). Taxometrics can "do diagnostics right" (and isn't quite as hard as you think). In L.E. Beutler and M.L. Malik (Eds.), *Rethinking the DSM: A psychological perspective* (pp. 107-120). Washington, DC: American Psychological Association.

Mon 11/5

David Nelson **BRIEF RESERCH PROPOSAL 8 DUE**

1. Readings to be announced.

Weds 11/7

Policy

- 1) DeLeon, P.H. et al. (2006). Navigating politics, policy, and procedure: A firsthand perspective of advocacy on behalf of the profession. *Professional Psychology: Research and Practice*, 37, 146-153.
- 2) Maton, K.I., & Bishop-Josef, S.J. (2006). Psychological research, practice, and social policy: Potential pathways of influence. *Professional Psychology: Research and Practice*, 37, 140-145.

Mon 11/12

**BREIF RESEARCH PROPOSAL 10 Due (5 page Proposal of final paper)**

Weds 11/14

Ramona Noland **BRIEF RESERCH PROPOSAL 9 DUE**

1. Fernandez, K., Boccaccini, M.T., & Noland, R.M. (2007). Professionally responsible test selection for Spanish-speaking clients: A four-step approach for identifying and selecting translated tests. *Professional Psychology, Research and Practice*, 38, 363-374.
2. second reading to be announced

Mon 11/19

Research Proposal updates

Weds 11/21

Thanksgiving holiday no class

Mon 11/26

**Developed Research Proposals Due**

Weds 11/28

Students Present Developed Research Proposals to Class

Mon 12/3

Students Present Developed Research Proposals to Class

Weds 12/5

Students Present Developed Research Proposals to Class