Overview of the course
In this course we will focus on how to think critically about the major issues in clinical psychology. Most 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, fallacious reasoning, and/or flawed research methodology. 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 – those arriving late will not be given extra time to complete the 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 rewards 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 small percentage 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 second 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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<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93% (of the highest score) and above</td>
<td>C</td>
<td>73% - 76%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 93%</td>
<td>C-</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
<td>D+</td>
<td>66% - 69%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
<td>D</td>
<td>60% - 65%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
<td>E</td>
<td>Below 60%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
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**Academic Misconduct**

All students at the Ohio State University are bound by the Code of Student Conduct (see [http://oaa.osu.edu/assets/files/documents/procedures.pdf](http://oaa.osu.edu/assets/files/documents/procedures.pdf)). Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct. For good, concise, plain-English advice on how to stay out of academic trouble, see Ten Suggestions for Preserving Academic Integrity at [http://oaa.osu.edu/coamtsuggestions.html](http://oaa.osu.edu/coamtsuggestions.html)

**Students with disabilities**

This syllabus is available in alternative formats upon request. In addition, if you need an accommodation based on the impact of a disability, you should contact the instructor immediately. Students with special needs should contact the Office of Disability Services (ODS) at 292-3307 for certification if they have not already done so. Upon such certification, the ODS and the instructor will make every effort to accommodate special needs. However, to ensure that evaluation of student performance in the course is conducted in a manner that is fair to all students, special accommodations will not be granted in the absence of ODS certification.

**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 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 Carmen

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<tr>
<th>Class</th>
<th>Topics, Assigned Readings, and Videos</th>
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<tr>
<td>1/12</td>
<td>Overview of the course</td>
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</table>

**Why should clinical psychology be approached scientifically?**

Examples of the problem:
- Rebirthing therapy and the death of Candace Newmaker

**Reading:**

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

**Section 1: Building foundations**

<table>
<thead>
<tr>
<th>1/14</th>
<th>A brief tour of contemporary clinical psychology (Part 1)</th>
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<tbody>
<tr>
<td></td>
<td>- What does clinical psychology look like today?</td>
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<tr>
<td></td>
<td>- How is it similar to and different from other mental health professions?</td>
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<td></td>
<td>- Activities of clinical psychologists</td>
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<td>- The role of science in clinical psychology</td>
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<td>- Ethics in clinical psychology</td>
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**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”)
Class | Topics, Assigned Readings, and Videos
--- | ---
1/19 | A brief tour of contemporary clinical psychology (Part 2)
- How did we arrive at the current state of the field?
- Models of training in clinical psychology and their evolution
- Graduate study in clinical psychology today

Readings:

Hunsley & Lee book:
- Chapter 1: pp. 17 – 34 (the Brief History section)
- Chapter 2: pp. 57 – 64 (Models of Training)

1/21 | Evaluating the quality of reasoning (Part 1)

Reading:

Lilienfeld et al. book:
- Chapter 1: Science and pseudoscience in clinical psychology: Initial thoughts, reflections, and considerations (pp. 1-16).

1/26 | Evaluating the quality of reasoning (Part 2)

Readings:


Lilienfeld et al. book:
- Chapter 7: New age and related novel unsupported therapies in mental health practice (pp. 191-209).

1/28 | Evaluating the quality of evidence (Part 1)

Reading:

Hunsley & Lee book:
- Chapter 4: Research Methods in Clinical Psychology
Evaluating the quality of evidence (Part 2)


- The authors conclude that acupuncture has specific efficacy for depression (i.e., it performs better than placebo acupuncture). See if you can figure out the flaw in the study that prevents confidence in that conclusion.

Lilienfeld et al. book:
- 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)

Evaluating the quality of reasoning and evidence in context

- Facilitated communication (FC) and autism – A cautionary tale

Video: FC video
  - NOTE: This video includes coverage of sexual abuse allegations

Readings:


Lilienfeld et al. book:

Exam 1

Section 2: Issues in Psychological Assessment

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
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Assigned Readings, and Videos</th>
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</table>
| 2/16  | An example to illustrate the importance of a scientific approach (Part 1): The noble but problematic goal of identifying mass shooters before they act  
   - Confusion of retrospective and predictive probability  
   - The problem of low base rates  
   **Readings:**  
   **Hunsley & Lee book:**  
   – Chapter 5: pp. 141-142 (Prognosis/Prediction section)  
   **A handout on conditional probabilities in clinical psychology will be provided in class** |
| 2/18  | 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) |
| 2/23  | 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 |
<table>
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<tr>
<th>Date</th>
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</table>
| 2/25   | 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).  
| 3/1    | Reason and unreason in psychological assessment IV: Some myths about clinical expertise (part 1)  
|        | Readings:  
|        | Hunsley & Lee book  
|        | – Chapter 9: Assessment: Integration and Clinical Decision Making  
| 3/3    | Reason and unreason in psychological assessment IV: Some myths about clinical expertise (part 2)  
|        | Lilienfeld et al. book:  
|        | – Chapter 2: Understanding why some clinicians use pseudoscientific methods: Findings from research on clinical judgment (pp. 19-41).  
| 3/8    | Reason and unreason in psychological assessment IV: Some myths about clinical expertise (part 3)  
|        | - Clinical versus actuarial approaches to decision making  
|        | - A detailed handout will be provided in class  
| 3/10   | Exam 2  
| 3/15   | SPRING BREAK – NO CLASS  
| 3/17   | SPRING BREAK – NO CLASS  
| 3/22   | Reason and unreason in psychological assessment III: Classification & diagnosis (part 1)  
|        | Reading: Hunsley & Lee book  
|        | - Chapter 3: Classification and Diagnosis  

Section 3: Issues in Classification and Treatment of Psychopathology

3/22   | Reason and unreason in psychological assessment III: Classification & diagnosis (part 1)  
|        | Reading: Hunsley & Lee book  
|        | - Chapter 3: Classification and Diagnosis
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<tr>
<th><strong>Class</strong></th>
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<tbody>
<tr>
<td>3/24</td>
<td>Reason and unreason in psychological assessment III: Classification &amp; diagnosis (part 2)</td>
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<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></td>
<td>Lilienfeld et al. book:</td>
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<td>3/29</td>
<td>Psychosocial interventions – An overview (Part 1)</td>
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<tr>
<td></td>
<td><strong>Reading: Hunsley &amp; Lee book</strong></td>
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<tr>
<td></td>
<td>- Revisit chapter 1 (pp. 26 – 31 [History of Intervention in Clinical Psychology)</td>
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<td></td>
<td>- Chapter 11: Intervention: Overview</td>
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<tr>
<td>3/31</td>
<td>Psychosocial interventions – An overview (Part 2)</td>
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<tr>
<td></td>
<td><strong>Reading: Hunsley &amp; Lee book</strong></td>
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<tr>
<td></td>
<td>- Chapter 12: Intervention: Adults and Couples</td>
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<tr>
<td>4/5</td>
<td>Does psychotherapy work on average?</td>
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<tr>
<td></td>
<td>- The pros and cons of meta-analysis</td>
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<td></td>
<td><strong>Reading:</strong></td>
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<tr>
<td>4/7</td>
<td>Do all treatments work equally well?</td>
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<td>- Common factors in psychotherapy: What are they and how much do they matter?</td>
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<td></td>
<td>- Is the Dodo Bird’s verdict correct? Are all psychological interventions winners and must all have prizes?</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>– Chapter 14: Intervention: Identifying Key Elements of Change</td>
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<tr>
<td></td>
<td>Lilienfeld et al. book</td>
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<td>– Chapter 6: The science of psychotherapy: Developing, testing, and promoting evidence-based treatments (pp. 155-190)</td>
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<td>Class</td>
<td>Topics, Assigned Readings, and Videos</td>
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<tr>
<td>4/12</td>
<td>Exam 3</td>
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| 4/14    | What would a scientific clinical psychology look like? Empirically supported treatments and evidence-based practice  
  [link](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.  
  Hunsley & Lee book – Chapter 13: Intervention: Children and Adolescents |
| 4/19    | Reaching a wider audience (Part 1): Effectiveness and Dissemination of Treatments  
| 4/21    | Reaching a wider audience (Part 2): Alternative Approaches and Prevention Efforts  
  Readings:  
  Hunsley & Lee book – Chapter 10: Prevention |
| 4/27 (Wednesday) | Final Exam: Time: 2:00 - 3:45 pm  
  Place: Our regular classroom |