

**PSH XXX: Historical and Systemic
Perspectives on Clinical Psychology
Summer 2016**

Online Instruction:

May 16-June 14; July 4-July 8

Instructor: Dr. Jeffery Snarr

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On-site Instruction in Austria:

June 15-July 4

Required Readings: Various original articles and book chapters, to be provided on Blackboard throughout the course.

Computer:

During the online portion of the course, you will need daily access to a reliable computer (Mac or PC, your choice) with a high-speed, broadband Internet connection. A slow or unreliable internet connection may limit your ability to complete the course successfully.

Course Description:

In completing this course, students will:

1. Explore the history of ideas from ancient times to the present as they pertain to modern clinical psychology.
2. Examine major systems of thought (including authoritarianism, phenomenology, structuralism, functionalism, constructivism, and contextualism) in terms of how they relate principles of general psychology to clinical psychology.
3. Discuss historically central concepts and hypotheses of various theoretical and empirical principles (sociological, respondent, operant, social, developmental, cognitive, affective, biological, cultural, and community/ecological) with respect to their impact on conceptualization and practice.
4. Utilize these principles to propose a conceptualization of the abnormal "behavior" that occurred historically on a massive scale in Germany and Austria (i.e., the Holocaust).

Student Responsibilities:

During the online portion of the course (two weeks before we go to Vienna and one week after), it is your responsibility to check the course site within Blackboard and your connected email account every day (Monday through Friday) for announcements and posted materials.

You will often be asked to express opinions and reflect on your experiences before, after, and during our stay in Vienna. You will not be evaluated on the *content* of your opinions, but rather on how well you are able to support them with evidence and reason. This is an academically rigorous reading- and writing-intensive course; please be prepared to work several hours every day during the online segments.

All work must be submitted electronically through Blackboard before the due dates/times. You are responsible for allocating your time so that you can complete each task no later than the deadline. In other words, you're encouraged to complete assignments administered through Blackboard well before the end of the specified time frame to allow for potential power, computer, and/or web server interruptions and outages. Consider the due date/time the outer limit.

Assignments:

- 1. DISCUSSION FORUM POSTS (25% of grade).** During the online portion of the course (i.e., prior to our stay in Austria), there will be a discussion forum for each of the 10 units in the course. To receive full credit for the discussion forums, you are required to participate in at least **nine** of them. Initial posts should briefly summarize what you learned from the reading(s) and pose one or more relevant conceptual questions. Some examples of good conceptual questions:

- * How could “Western” approaches to psychotherapy benefit from adapting some of the facets of secondary control?
- * How may the components of Bronfenbrenner’s bioecological model interact to produce risk factors for developing psychopathology or act as buffers against developing psychopathology?
- * Is psychopathology a Darwinian adaptation?
- * What are the implications for clinical practice of the existence of two systems for processing reality – cognitive and affective?
- * How does knowledge of normal development help define abnormality?
- * How can an understanding of the fundamental attribution error aid clinical psychologists in their assessment and treatment of clients’ problems?
- * What is the basic distinction between structuralist and functionalist views of behavior?
- * What are the anxiety treatment implications of a learning theory versus a biological-genetic theory of prepared learning?
- * How is the conceptualization of psychological disorders and their treatment influenced by the sociopolitical context of society?
- * Evolutionarily, why does stress induce our bodies to have a lowered immune system function?
- * Can instrumental learning occur without conscious knowledge?

After others have posted, you are expected to return to the board and respond, connecting to and moving beyond initial posts without mere redundancy or simple agreement/disagreement (i.e., if you agree or disagree, say why and support your ideas with evidence, citations, and page numbers of readings). I will actively monitor posts and responses on a continuous basis. The dates and times of the FIRST and LAST opportunities to participate in each discussion board can be seen below and will also be visible on Blackboard; for full credit, you are expected to both (a) post at least once and (b) respond thoughtfully to at least **TWO** classmate posts within that timeframe.

If not otherwise specified, initial posts and responses should be a minimum of one paragraph (3 sentences minimum) and a maximum of 2-3 paragraphs. Postings should include proper spelling, grammar, and tone (see netiquette resources) and include citations to avoid plagiarism (for direct quotes, include page numbers as well as citation information). A grading rubric will be provided.

- 2. READING SUMMARIES (25% of grade, maximum 100 points).** You will be required to submit 1-page summaries for 20 of the assigned readings. Ten of these will be assigned by the instructor; specifically, one will be randomly assigned to each student from each of the 10 units of the course. The remaining 10 readings you summarize can be freely chosen from any unit(s)—preferably those units you plan to use in writing your thought papers (see below). You can submit more than 20 summaries if you like, and the 20 with the highest scores will count toward your grade. You will receive up to 5 points (depending on quality) for each summary you submit BEFORE the unit opens for online

discussion. For each day or partial day a summary is submitted late, you will lose 1 of 5 possible points.

Each summary should include the following: **For research articles:** Research question(s)/hypotheses? (i.e., *why* was the study done?) , summary of methods (i.e., *how* was the study done?), summary of the most important results (i.e., *what* did the researchers find?), and either problems with the study or questions left unanswered by the article. **For review or journalistic articles:** Summarize the issues the author(s) address in the article, the current bottom line on the issues they raise, and questions that remain to be answered.

At the beginning of each unit's online discussion forum (i.e., after all summaries have been submitted to me), I will email all the summaries to you and your classmates; these summaries will be resources for you all to use in our online discussions and—later—in preparing for our on-site discussions in Vienna (see below). They may also be helpful in deciding which articles you may want to read more in-depth and then reference in your thought papers (see below).

3. **ON-SITE DISCUSSIONS (10% of grade):** During our time in Austria, four 3-hour discussions will take place; we will discuss, synthesize, and integrate the topics/principles covered during the online portion, placing them in historical and philosophical context. You will be expected to attend each discussion, and you will be expected to be punctual, to remain for the entire time (except for group breaks), and—in particular—to make a substantive contribution to each topic. In advance of each discussion, we will decide together which topics will be discussed. It is recommended that you review at least some of the relevant reading summaries prior to the discussion; doing so is likely to enhance the substantive nature of your contribution (and thereby raise this portion of your grade).
4. **INTEGRATIVE THOUGHT PAPERS (40% of grade).** You will be required to write two integrative thought papers. These will not be tests of your ability to remember the material we have read and discussed, nor will they be research papers per se (though you are welcome to reference the literature—assigned readings or other articles—as needed). Rather, they will test your ability to (a) integrate material from the readings and the research literature, discussions, and field trips, (b) construct logical arguments using that material, and (c) write with clarity and originality. The midterm thought paper will be no more than 6 pages long and will be due at the end of our first week in Vienna. The final thought paper will be no more than 8 pages long and will be completed at the end of the course. I encourage you to discuss the questions you are raising, the arguments you are making, and how they relate to the readings with other members of the class, either in person or online; however, I expect each of you to produce individual, original essays.

NOTE: Page limits include neither the required APA-style title page nor your APA-formatted reference list. See <https://owl.english.purdue.edu/owl/resource/560/01/> for help with APA style. Use Times New Roman, 12-point font. Margins can be no larger than 1 inch. As this is not a research manuscript, no abstract is required.

Your letter grade will be determined from where your percentage of points falls on the grading scale below, and I do not round up. For example, if you earn 89.75% of the total possible points, you will receive a B+. Please note that your grade is just that—YOUR grade. In other words, it is something you earn, not something (good or bad) that I “give” you. I will not raise your grade just because you want me to, nor will I lower your grade arbitrarily. Use Blackboard to keep track of your grade as the class goes on, and if you are not doing as well as you want to be, come to office hours or make an appointment so we can come up with some new learning strategies you can try. I am here to help.

Grading scale:

A	93–100%	B-	80–82.9%	D+	67–69.9%
A-	90–92.9%	C+	77–79.9%	D	63–66.9%
B+	87–89.9%	C	73–76.9%	D-	60–62.9%
B	83–86.9%	C-	70–72.9%	E	0–59.9%

Academic Dishonesty: As stated in *Your Right to Know*, your student handbook, “Academic dishonesty, cheating, and other forms of misrepresenting others’ work as your own, such as plagiarism, are considered serious breaches of academic integrity and are major violations of the standards of ethical behavior that the College expects from all its students. When detected, academic dishonesty can result in a range of disciplinary actions including failure of a course or even conduct dismissal from the College.” Cheating in any form will not be tolerated in my course. Don’t do it.

Disability Statement: Students with documented disabilities may be entitled to specific accommodations. The College at Brockport’s Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 585-385-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities. However, students must be aware of their own responsibilities.

Discrimination vs. Professionalism:

Gender discrimination and sexual harassment are prohibited in class. Title IX legislation requires the College to provide gender equity in all areas of campus life. If you or someone you know has experienced gender discrimination, sexual harassment, or sexual assault, we encourage you to seek assistance and to report the incident through resources available at www.brockport.edu/titleix/index.html. Confidential assistance is available at Hazen Center for Integrated Care. For these and other regulations governing campus life, please see all of our Student Policies at www.brockport.edu/policies/index.php.

Students and faculty alike should behave professionally. We are all required to respect the learning environment. Please help to create such an environment by refraining from engaging in behaviors that would compromise the ability of students to learn or faculty to teach. In class, this means timely arrival, not leaving prior to dismissal, silencing electronic devices, using electronic devices solely for course activities, and refraining from engaging in side conversations. Please respond to comments—online or in class—with respect and withhold hate speech (e.g., speech that offends, threatens, or insults groups based on race, color, religion, national origin, sexual orientation, gender identity, disability, or other traits). In other words, treat other people the way you would like to be treated. Note that this does not suggest that we should not discuss, debate, and learn from one another regarding sensitive or politically charged topics.

Course Outline:

Note that the dates for each unit represent the timeframe—12:00 a.m. on opening day to 11:59 p.m. on closing day—during which the online discussion forum for that unit will be open. (Article summaries for that unit are therefore due BEFORE 12:00 a.m. on opening day.) Each unit discussion overlaps with the one following it by one day. This is intentional and is designed to allow you some flexibility in the timing of your online discussion participation.

<u>DATE</u>	<u>UNIT</u>	<u>PRINCIPLES DISCUSSED</u>
5/18–5/20	1	Sociological Context
5/20–5/24	2	Respondent Conditioning
5/24–5/26	3	Operant Conditioning/Motivation
5/26–5/30	4	Social
5/30–6/1	5	Developmental
6/1–6/3	6	Cognitive
6/3–6/7	7	Affective
6/7–6/9	8	Biological
6/9–6/13	9	Cultural
6/13–6/15	10	Community/Ecological
6/18		MIDTERM THOUGHT PAPER DUE
7/11		FINAL THOUGHT PAPER DUE