

# Course Syllabus

San José State University  
Department of Psychology  
PSYC 160 (80)  
Clinical Psychology, Section 44060  
Fall 2025

**Instructor:** Naomi Wagner, PhD

**Office Location:** DMH# 310 (During in-person instruction)

**Telephone:** (408) 924-5646 (please do NOT leave message, email me via the class in-box on Canva.)

**Email:** Via Canvas Inbox or: [Naomi.wagner@sjsu.edu](mailto:Naomi.wagner@sjsu.edu)

**On Line: I will send a private zoom link whenever you want a personal meeting.**

**Office Hours:**

**Class Days/Time:** Monday- Wednesday 1:30-PM-2:45 PM

**Classroom:** Online via zoom, click on zoom to get the link.

Prerequisites:

PSYC 100

## Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, chapter lecture notes, major assignments or handouts and study guides are posted on

**Canvas learning management system course website.** To access it, go

to : <https://instructure.com>

Use your SJSUOne login and password.

You are responsible for regularly checking the announcements section to learn of any updates.

### Course Catalogue Description:

This course introduces the student to theories and research exploring the field of Clinical Psychology.

The course provides a survey of Clinical Psychology as a profession and the role of the clinical psychologist as a diagnostician, therapist, administrator, scientist, and an agent of individual and social change.

### Course Goals and Student Learning Objectives

- LO1: The definition and scope of the field of Clinical Psychology
- LO2: The current categories of mental-health professionals and their identifying features in terms of training, license, and target client-populations.
- LO3: The historical roots of Clinical Psychology and the current shift toward evidence-based

practice, requiring the quantification of many variables that by nature are of more subjective quality, such as severity of problem, or the success of an intervention.

- LO4: The activities of the clinical psychologist in the areas of assessment, intervention, and prevention, with attention to variables of ethnicity, gender, and SES.
- LO5: The current definition of a mental disorder and a survey of the main mental health categories on the basis of the DSM5, with attention to issues of the dimensional approach and of co- morbidity
- LO6: A basic survey of research methods in the field of Clinical Psychology
- LO7: An overview of the main assessment methods
- LO8: The Code of Ethics that Mental Health professional must abide by, including issues of confidentiality and its limitations.
- LO9: The relevance of this course for those students wishing to pursue a professional career in the field of mental health.

**Measurement of the course learning outcomes will be achieved via evaluation of the student's written assignment for selected chapters, midterms, and sets of cultural and ethical questions. .**

### **GE learning Outcomes**

**Upon the completion of this course students should be able to demonstrate**

- GELO 1 A broad understanding of issues related to the social sciences
- GELO 2 An ability to communicate ideas effectively both in speaking

and in writing

- GELO 3 The capacity for critical and creative thinking;
- GELO 4 The ability to assess information
- GELO 5 The ability for creative and critical thinking

**Class activities linked to these outcomes are:**

- The identification of the main questions asked by researchers in this area
- The examination of the multiple explanations provided to the questions
- The exploration of yet unknown issue waiting for subsequent research

## Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirement:

*PLO1 – Knowledge Base of Psychology* – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

*PLO2 – Research Methods in Psychology* – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

*PLO3 – Critical Thinking Skills in Psychology* – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

*PLO4 – Application of Psychology* – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

*PLO5 – Values in Psychology* – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society

## Textbook (required)

Pomerantz, A.M. (2020): Clinical psychology (5<sup>th</sup> edition) Sage Publishers

ISBN-13: 978-1544333618

- **Course Canvas Website:** You will find lecture-notes (power-points) and learning objectives for each chapter. The power-points are to help you in your study, but you do NEED to get the textbook! In addition, the power-points CANNOT replace regular class attendance.

Please view the calendar at the end of this syllabus for assignments, dues dates, and exams.

***NOTE that University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."***

### **Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Attendance: Your attendance is strongly encouraged!**

**This course is based on the active participation of the student, and the main expectations are READING and ATTENDANCE.** You are expected to read the assigned materials before class, so that the teacher can elaborate and expand. Because of time constraints it may not be impossible to cover all the segments of a given unit. However, you are responsible for all the assigned reading, as the exams will include questions from all part of the reading. Some parts of the chapters will be skipped, please see reading list below.

Students are expected to:

- **Maintain polite and considerate behavior toward their fellow students and the instructor.**
- **Refrain from text-message during class**
- **Refrain from making or receiving phone calls during class**
- **Refrain from surfing the Internet during class.**
- **Refrain from leaving class to use their cell-phone.**

## Recording of Class Lectures

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**Attendance:** Your regular attendance and participation are factors contributing to the successful completion of this course. If you do not attend class, you will miss on the opportunity to ask questions and to get clarifications. In addition, please make all effort to come to class on time. Tardiness disturbs the instructor and other students and

deprives you of the short reviews of the previous lecture that are presented at the beginning of each class.

**If you hold a full-time job, please make all effort to attend class regularly, and to study each night for at least an hour and a half.** Cramming before the test has not been very effective for most students. As you read, take notes, and go over the material that has been discussed in class, pay attention to concepts, and examples of these concepts. Be familiar with important studies.

**Teacher Availability via personal zoom meetings upon request.**

**Do not hesitate to e-mail me with questions. If you have not done so well on any of the tests, please contact me ASAP, in order to go over test questions that you missed, so we can understand how you interpreted the questions, and devise strategies for doing better on the next test.**

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog PoliciesLinks to an external site.](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendarLinks to an external site.](http://www.sjsu.edu/provost/Academic_Calendars/) web page at [http://www.sjsu.edu/provost/Academic\\_Calendars/](http://www.sjsu.edu/provost/Academic_Calendars/). The [Late Drop PolicyLinks to an external site.](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

**Extra Credit: Please note that no extra credit is offered in this class.**

### Assignments:

1. Exams: (85% of your grade)

**Exam 1: Wed. September 24, 2025**

Exam 2: Wed. October 22, 2025

Exam 3: Wed. November 20, 2025

Final: Friday, December 12, 2025

Please note: The exams are closed book and closed Notes.

2. **Career Exploration Paper: (5 % of your grade)**

- **Purpose:** To explore potential Clinical Psychology and related areas career options, **students will research a specific career path involving a background in clinical psychology – just one-** (e.g., Neuropsychologist, Forensic Psychologist, Clinical Researcher, Professor, Private Practice Clinician, and Clinician in a Managed Care Setting, Counselor, School Psychologist, Marriage and Family Counselor
- The purpose of this assignment is to help you become familiar with a professional avenue and with the issues related to become a successful practitioner, in preparation for graduate school.
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- **Due date: October 31, 2025, at 11:59 PM. Upload to Canvas as doc or docx (NOT PDF). Instructions are posted on Modules, please follow instructions!**

**Outline** for the career exploration paper: (See also on Canvas with grading criteria) 50 points maximum.



1. Review the various areas of professional practice of psychology. Chapter 1 may be the basis of this review, but it is advisable to research other areas of specialty such as forensic psychology, neuropsychology, etc. **Choose a specialty that is of interest to you. Explain the reasons you are choosing this area, be specific, do not make a vague general statement.**
2. What types of academic content areas are covered for this specialty? You may look up academic programs at different universities. Describe the content; do not just give a label.
3. What are the academic requirements, including practicum and internship? How many years, etc
4. Who is the licensure body? What are the requirements for license?
5. Who are the potential clients? What type of concerns is typically attended to? Be specific and give examples.
6. Describe a hypothetical case of a client (s) seeking clinical service- what is the presenting problem?
7. Availability of jobs for that specialty, and expected entry salary for such a career, the future of this career
8. Any other information that you consider to be relevant.

### 3. Final Project

- There will be 4 Clinical Dilemmas for you to respond to, based on the information from chapter 5 (ethical issues), and from the three sets of slides for chapter 5 that further expand these topics. Each dilemma describes a scenario that is facing a clinical psychologist, representing ethical issues. You need to read the chapter thoroughly

before you respond and go over the slides for this chapter, where issues of clinical dilemmas are analyzed. By definition, a dilemma is a situation that does not have clear-cut solutions, so you will need to carefully use the information to analyze the situation, identify the ethical issues, and offer a solution.

- This assignment is very important for your future as a clinical psychologist, and for your successful passing the Licensing Exam, where similar ethical dilemmas are presented. Please view Instructions on Modules.
- Be prepared to be in class as we discuss ethical issues with minors and cultural issues on the background of increasing cultural diversity in the U.S.
- - The discussion questions are also posted on Canvas under Assignments and under Modules.
  - **Maximum points for each question: 5 points; total possible for each case: 25 points.**
  - **Total possible points for the 4 dilemmas: 100 points**
  - This assignment is 10% of your overall class grade. It is a very important assignment, and your answers are expected to be substantiated by the ethical code and explained very comprehensively. Please start

to work on this assignment once we have covered chapter 5, do not wait for the last day!!

- The due date for the ethical questions is December 8, 2025. This is the last day of class. Please do NOT delay to the last minute!!

<b>Grade Component</b>	<b>Max. Points Possible</b>	<b>% of Total Grade</b>
<b>3 midterms</b>	<b>150</b>	<b>60%</b>
<b>Final Exam</b>	<b>70</b>	<b>25%</b>
<b>Career Exploration</b>	<b>50</b>	<b>5%</b>
<b>Ethical Discussion Questions</b>	<b>100</b>	<b>10%</b>
<b>Total</b>	<b>370</b>	<b>100%</b>

<b>A+ 97-100%</b>	<b>A 93-96%</b>	<b>A- 90-92%</b>
<b>B+ 87- 89%</b>	<b>B 83-86%</b>	<b>B- 80-82%</b>
<b>C+ 77-79%</b>	<b>C 73-76%</b>	<b>C- 70-72%</b>

**D+ 67-69%**

**D 63-66%**

**D- 60-62%**

**F= 59% and below**

### **Make up exams:**

Please note exam date and plan your trips and events accordingly. You will be allowed to reschedule an exam **ONLY** upon the presentation of *documented* medical reason, or if you have a mandatory, documented school activity.

### **University Policies**

#### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm)[Links to an external site.](#), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#)[Links to an external site.](#) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#)[Links to an external site.](#) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students

with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at: <http://www.sjsu.edu/aec>[Links to an external site.](#) to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus

## Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#)[Links to an external site.](#) at <http://www.at.sjsu.edu/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) [Links to an external site.](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## SJSU Writing Center

The SJSU Writing Center is located in Suite 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center staff](http://www.sjsu.edu/writingcenter/about/staff/) [Links to an external site.](http://www.sjsu.edu/writingcenter/about/staff/) can be found at <http://www.sjsu.edu/writingcenter/about/staff/>

## Schedule

*Please note: The sequence of the topics will remain, though we may allocate different amount of times to some of the topics, and we may need to allocate more time to a given chapter.*

Table 1 Course Schedule

Week	Topics, Readings, Assignments, Deadlines
1	<b>Chapter 1:</b> Introduction to the field of Clinical psychology Chapter 1 cont-d models of training Graduate school Clinical psychologists vs. other mental health professionals (
2	<b>Chapter 1: Continued</b> <b>Chapter 2 Assessment</b>
3	LABOR DAY NO SCHOOL Chapter 2 continued
4	<b>Chapter 3: Current Controversies</b>

Week	Topics, Readings, Assignments, Deadlines
	Chapter 3 continued
	Exam # 1 Chapters 1,2,3, see Study Guide
5	<b>Chapter 4: Diversity and Cultural Issues</b>
6	Chapter 4 (cont-d)
	<b>Chapter 5: Ethical and Professional Issues</b>
7	Chapter 5 (cont-d)
8	Chapter 5 (cont-d)
	Chapter 5 (cont-d)
9	Exam # 2 Chapters 4,5, see study guide.
	<b>Chapter 6: Diversity and cultural Issues</b>
10	<b>Career exploration paper due October 7, 2024</b>
	Chapter 6 (cont-d)
	<b>Chapter 7: Assessment, diagnosis, and classification</b>

Week Topics, Readings, Assignments, Deadlines

11 Chapter 7 (cont=d

**Chapter 8: The clinical Interview**

Chapter 8 (cont-d)

12 **Chapter 11: General Issues in psychotherapy**

6

13 Chapter 11 (cont-d)

**Exam # 3 chapters 6, 7, see study guide.**

14 **Chapter 19: Forensic Psychology**



Week	Topics, Readings, Assignments, Deadlines
15	<p>Chapter 19 (cont=d)</p> <p><b>No School- Thanksgiving Holiday</b></p> <p><b>CLASS SUMMARY</b></p>
16	<p>REVIEW</p> <p><b>Final Project: Ethical Dilemmas Due December 8, 2025</b></p>
<b>Final</b>	<b>December 12, 2025</b>