Psychology 533

Principles Applicable to Clinical Psychology
Historical and Systemic Perspectives

Fall 2005
Meetings: Tuesdays, 9 AM to Noon
Location: Psychology B 316

Dr. Ted Carr

Date       Topic
Aug. 30    Organization of course
Sept. 6    Historical and Philosophical Context
Sept. 13   Sociological Context
Sept. 20   Respondent Conditioning
Sept. 27   Operant Conditioning/Motivation
Oct. 10    Social
Oct. 18    Midterm Exam
Oct. 25    Developmental
Nov. 1     Cognitive
Nov. 8     Affective
Nov. 15    Biological
Nov. 22    Cultural
Nov. 29    Community/Ecological
Dec. 6     Recapitulation/Major themes
Dec. 20    FINAL EXAM (DUE: 10:30 A.M.)

Requirements
Each week, a group of you will be responsible for briefly summarizing the main points of each reading and for generating three conceptual questions that go beyond the readings to say what you think the critical issues are. With respect to the main points, state how each of these may influence clinical assessment and/or intervention decisions and practices. Hand out typed copies (mailroom) to all members of the class, including Ted, by 12 noon on the day before class. Also, please provide a discussion of how you would apply the weekly readings to a specific clinical case. You can select a case from the published literature. Please provide the class with a xerox copy of the case description. Please show how specific principles derived from the readings could be applied to the clinical case with respect to assessment and/or intervention.

*  Enrollment is limited to PhD students only.
*  Non-clinical students will need my permission
Some Past Examples of Conceptual Questions

* How could “Western” approaches to psychotherapy benefit from adapting some of the facets of secondary control (Weisz-cultural)?
* How may the components of Bronfenbrenner’s bioecological model interact to produce risk factors for developing psychopathology or act as buffers against developing psychopathology (Bronfenbrenner - community/ecological)?
* Is psychopathology a Darwinian adaptation (Nesse & Williams - biological)?
* What are the implications for clinical practice of the existence of two systems for processing reality – cognitive and affective (Epstein – cognitive)?
* How does knowledge of normal development help define abnormality (Knobloch & Pasamanick-developmental)?
* How can an understanding of the fundamental attribution error aid clinical psychologists in their assessment and treatment of clients’ problems (Ross & Nisbett-social)?
* What is the basic distinction between structuralist and functionalist views of behavior (Lee-operant/motivation)?
* What are the treatment implications of a learning theory versus a biological-genetic theory of prepared learning (Garcia-respondent)?
* How is the conceptualization of psychopathology and its treatment influenced by the sociopolitical context of society (Albee-sociological)?

* All of the questions avoid simply repeating material from the readings but they are stimulated by the readings. No questions focus on methodological nuances or details of specific studies since the course concerns general principles.
Historical and Philosophical Context

In the first session, I will cover the following topics:

- Historical perspectives
- Philosophical perspectives
- Rival worldviews and truth systems
- The context of social/cultural norms

** Double asterisks next to readings listed in the following pages denote material related to diversity issues.
Sociological Context


Respondent Conditioning

Pavlov, I. P. (1927). *Conditioned Reflexes*. Acquisition (pp. 16-32); extinction (pp. 48-67); generalization (pp. 110-115); higher order conditioning (pp. 33-35).


Operant Conditioning/Motivation


Social


Developmental


Cognitive


Affective


Biological


Community/Ecological


Overview of the Course

We will explore the history of ideas from ancient times to the present as they pertain to modern clinical psychology. Philosophical and sociopolitical sources will be considered with respect to their impact on conceptualization and practice. Major systems of psychological thought will be examined in terms of how they relate principles of general psychology to clinical psychology. Systems include: Authoritarian, Phenomenological, Structuralist, Functionalist, Dynamic, Constructivist, and Contextualist. General principles include: respondent conditioning, operant conditioning, social, developmental, cognitive, affective, biological, cultural, and ecological.