INSTRUCTOR: James E. Maddux, David King Hall 2019, 703-993-3590, jmaddux@gmu.edu

CLASS TIMES: Mon and Tues 3:00 – 4:15 OFFICE HOURS: By appointment

OVERVIEW: The goal of this course is to provide students with a foundation in theory and research in social psychology generally and social cognition specifically that are relevant to understanding the development, assessment, and treatment of psychological problems. The course is organized around social and cognitive theories, concepts, and processes rather than specific psychological disorders because it is my belief that general theories, concepts, and processes are tools that can, once understood, be used to develop intervention strategies for wide variety of problems.

GRADING: No exams will be given in this course. You will be graded on the following:
- Class participation: 30%
- Case conceptualization paper: 50%
- Case conceptualization class presentation: 20%

CLASS PARTICIPATION: This course is a doctoral seminar in which active participation is expected of everyone. In order to be an active participant, you need to read the assigned material, understand most of what you have read, and be prepared with comments and questions, including questions about aspects of the reading that you may not have understood. I realize that some people are more comfortable than others speaking up in group settings, and I will do my best to make the class a safe place for asking questions and offering opinions.

CASE CONCEPTUALIZATION PAPER: Each student will write a comprehensive social cognitive conceptualization of a current or past psychotherapy or assessment client using the concepts, theories, and research discussed in this course. This conceptualization will include a social cognitive assessment and conceptualization and a plan for intervention. You should make specific use of the theory and research (with references) covered in this course. You may also include additional material not covered in this course if you want (that means in addition to, not instead of, the material covered in the course). The paper should be approximately 15-20 pages (double-spaced). I will be available to meet with you to discuss your paper on an as-needed basis, which means that it’s up to you to ask me for an appointment.

The paper should follow the basic format of a typical psychological assessment report and include (1) a brief statement of the problem that led the client to seek help, (2) relevant biographical information, (3) relevant behavioral observations, (4) a more detailed description of the problem or problems as described by the client, (5) a summary of any psychological testing that was conducted (may not apply to therapy clients), (6) your social cognitive conceptualization, and (7) an intervention plan based on your conceptualization. Numbers 6 and 7 should make up at least 2/3 of the paper. My advice is to begin working on this paper early in the semester and build it as we go, adding ideas along the way.

This paper will be due at 5:00 p.m., Sunday, December 10. Papers must be submitted by email. Papers that arrive late will be penalized one letter grade during the first 24 hours after 5:00 December 10 and another letter grade for the next 24 hours, and so on.

CLASS PRESENTATION: Each student will give a half-hour presentation based on the case conceptualization paper described above. I realize that at the time the paper will be a work in progress and will contain additional material not discussed in the presentation.
If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

All students are expected to abide by the University Honor Code.

SCHEDULE OF TOPICS AND READINGS

08/28: SOCIAL AND COGNITIVE APPROACHES TO CLINICAL PSYCHOLOGY: AN INTRODUCTION.

08/29: SOCIAL AND COGNITIVE APPROACHES TO CLINICAL PSYCHOLOGY (CONT’D)

09/04: NO CLASS (LABOR DAY HOLIDAY)

09/05: SOCIAL-COGNITIVE APPROACHES TO PERSONALITY

09/11: INTERPERSONAL PROCESSES IN PSYCHOLOGICAL DISORDERS-PART I

09/12: INTERPERSONAL PROCESSES IN PSYCHOLOGICAL DISORDERS-PART II

09/18: SELF-REGULATION

09/19: SELF-REGULATION:

09/25: SELF-AWARENESS

09/26: AUTOBIOGRAPHICAL MEMORY
10/02: SOCIAL AND COGNITIVE FACTORS IN HAPPINESS & SUBJECTIVE WELL BEING

10/03: SOCIAL AND COGNITIVE FACTORS IN HAPPINESS & SUBJECTIVE WELL BEING

10/09: NO CLASS (MONDAY CLASS SCHEDULE DUE TO COLUMBUS DAY HOLIDAY)

10/10: ATTENTION AND MEMORY

10/16: ATTACHMENT THEORY

10/17: ATTACHMENT AND SELF-DISCLOSURE

10/23: SELF-DISCLOSURE AND EMOTIONAL EXPRESSION.

10/24: CAUSAL ATTRIBUTIONS

10/30: STIGMA AND HELP-SEEKING

10/31: SOCIAL SUPPORT & PSYCHOTHERAPY

11/06: SOCIAL AND CULTURAL FACTORS IN MENTAL HEALTH

11/07: SOCIAL AND CULTURAL FACTORS IN MENTAL HEALTH
11/20: CLINICAL JUDGMENT AND DECISION-MAKING

11/21: STUDENT PRESENTATION

11/27: STUDENT PRESENTATION
11/28: STUDENT PRESENTATION

12/04: STUDENT PRESENTATION
12/05: STUDENT PRESENTATION & WRAP-UP

12/10: PAPERS DUE BY EMAIL—BY 5:00 P.M.