

SOCIAL AND COGNITIVE FOUNDATIONS OF CLINICAL PSYCHOLOGY
PSYCHOLOGY 833 FALL 2006

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, can 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:

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| 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.

Leary, M. R., & Maddux, J.E. (1987). Progress toward a viable interface between social and clinical-counseling psychology. *American Psychologist*, 42, 904-911.

Bandura, A. (2001). Social-cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.

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

Cervone, D., Shadel, W. G., & Jencius, S. (2001). Social-cognitive theory of personality assessment. *Personality and Social Psychology Review*, 5, 33-51.

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

Lara, M. E., & Klein, D. N. (1999). Psychosocial processes underlying the maintenance and persistence of depression: Implications for understanding chronic depression. *Clinical Psychology Review*, 19, 553-570.

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

Alden, L. E., & Taylor, C. T. (2004). Interpersonal processes in social phobia. *Clinical Psychology Review*, 24, 857-882

09/18: SELF-REGULATION

Molden, D. C., & Dweck, C. S. (2006). Finding “meaning” in psychology: A lay theories approach to self-regulation, social perception, and social development.

09/19: SELF-REGULATION:

Polivy, J., & Herman, C. P. (2002). If at first you don't succeed: False hopes of self-change. *American Psychologist*, 57, 677-689

09/25: SELF-AWARENESS

Mor, N., & Winquist, J. (2002). Self-focused attention and negative affect: A meta-analysis. *Psychological Bulletin*, 128, 638-662

09/26: AUTOBIOGRAPHICAL MEMORY

McAdams, D. P. (2001). The psychology of life stories. *Review of General Psychology*, 5, 100-122.

10/02: SOCIAL AND COGNITIVE FACTORS IN HAPPINESS & SUBJECTIVE WELL BEING

Lent, R. W. (2004). Toward a unifying theoretical and practical perspective on well-being and psychosocial adjustment. *Journal of Counseling Psychology, 51*, 482-509.

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

Lyubormirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology, 9*, 111-131

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

10/10: ATTENTION AND MEMORY

Matthews, A. & MacLeod, Colin. (2005). Cognitive vulnerability to emotional disorders. *Annual Review of Psychology, 1*, 167-195.

10/16: ATTACHMENT THEORY

Shorey, H. S., & Snyder, C. R. (2006). The role of adult attachment styles in psychopathology and psychotherapy outcomes. *Review of General Psychology, 10*, 1-20

10/17: ATTACHMENT AND SELF-DISCLOSURE

Stroebe, M., Henk, Schut, & Stroebe, W. (2006). Who benefits from self-disclosure: Exploration of attachment style differences in the effects of expressing emotions. *Clinical Psychology Review, 26*, 66-85.

10/23: SELF-DISCLOSURE AND EMOTIONAL EXPRESSION.

Kennedy-Moore, E., & Watson, J. C. (2001). How and when does emotional expression help? *Review of General Psychology, 5*, 187-212.

10/24: CAUSAL ATTRIBUTIONS

Bell-Dolan, D., & Anderson, Craig A. (1999). Attributional processes: An integration of social and clinical psychology. In R. M. Kowalski & M. R. Leary (Eds.). *The social psychology of emotional and behavioral problems*. (pp. 37-67).

10/30: STIGMA AND HELP-SEEKING

Corrigan, P. W., & Penn, D. L. (1999). Lessons from the social psychology on discrediting psychiatric stigma. *American Psychologist, 54*, 765-776.

Corrigan, P. W. (2004). How stigma interferes with mental health care. *American Psychologist, 59*, 614-625.

10/31: SOCIAL SUPPORT & PSYCHOTHERAPY

Barker, C., & Pistrang, N. (2001). Psychotherapy and social support: Integrating research on psychological helping. *Clinical Psychology Review, 22*, 361-379.

11/06: SOCIAL AND CULTURAL FACTORS IN MENTAL HEALTH

Thakker, J., Ward, T., & Strongman, K. T. (1999). Mental disorder and cross-cultural psychology: A constructivist perspective. *Clinical Psychology Review, 7*, 843-874

11/07: SOCIAL AND CULTURAL FACTORS IN MENTAL HEALTH

James, S., & Prillettensky, I. (2002). Cultural diversity and mental health: Toward integrative practice. *Clinical Psychology Review, 22*, 1133-1154.

11/20: CLINICAL JUDGMENT AND DECISION-MAKING

Garb, H. N. (2005). Clinical judgment and decision-making. *Ann. Review of Psychology, 1*, 67-89.

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.

