Class Meets: Tuesday 1:30-4:10 in DK 2013
Instructor: June Tangney, Ph.D.
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(703) 993-1365
jtangney@gmu.edu

Office Hours: Monday 1-2, Thurs 11-12, and by appointment (see office door for sign up)

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 from such general theories, concepts, and processes that effective tools for assessment and intervention are most likely to be developed.

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. Understanding that some people are more comfortable than others speaking up in group settings, I will do my best to make the class a safe place for asking questions and offering opinions.

Weekly Essays: Each week you will write a brief (1 page) essay describing how the concepts or theories from that week’s reading might be used to help you (1) understand one of your therapy clients, (2) further develop your clinically relevant research ideas, and/or (3) gain a new perspective on your service activities. (By “service activities,” I mean contributions to initiatives, organizations (psychology related or not), communities, or society stemming from personal values.) Feel free to focus on one or several domains in any given week, but kindly aim for significant attention to each over the semester. These essays should be brought to class and handed in at the end of our discussion.

Final Paper: Each student will write a final discussing the ways in which the field of social psychology (including social cognition, self and identity, and personality) has informed TWO or THREE of the following:

(a) Your Clinical Work – For example, you might focus on one current or past client (psychotherapy or assessment) using the concepts, theories, and research discussed in this course. You might include a social cognitive assessment and conceptualization and a plan for intervention.

(b) Your Research (Current or Future) -- As a context, make sure you include a clear statement of your research questions, hypotheses, and methods, to the extent that they are developed

(c) Your Service Activities.

My aim is to allow you to individualize the assignment so that this effort will be as useful as possible, given your individual interests, and given this particular point in your training and development. 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 choose (in addition to, not instead of, the material covered in the course).

The paper should be approximately 8-10 pages (double-spaced, APA style, including references). Integration of the two or three parts is not necessary; you may present the material as 2 or 3 “minipapers” followed by a single reference section. I will be available to meet with you to discuss your paper on an as-needed basis; feel free to sign up for an appointment on the schedule posted on my office door.

This paper is due at 1:30 p.m., Tuesday December 4. Late papers will be penalized one letter grade for each day late.

Grading: No exams will be given in this course. You will be graded on the following:

  Class participation (including weekly written summaries) 50%
  Final conceptualization paper: 50%
The final course grades will be determined by using the scale below:

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<th>Grade</th>
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<tr>
<td>A+</td>
<td>98-100</td>
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<td>A</td>
<td>93-97</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
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**Dropping/Adding the Course:** The last day to add the course is September 4. The last day to drop the course is September 28.

**Academic Integrity and the Honor Code:** GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. All aspects of this course are bound by the GMU Honor Code which states that, “Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” All students are expected to be familiar with and abide by the University Honor Code. Any student who engages in scholastic dishonesty, inadvertently or not, will be reported directly to the Honor Committee. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

**Official Communications via GMU E-mail:** Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly.

**Office of Disability Services:** If you are a student with disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 709-993-2474. All academic accommodations must be arranged through that office.

**Other Useful Campus Resources:**
- **Writing Center:** A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu
- **University Libraries:** “Ask a Librarian” http://library.gmu.edu/mudge/IM/IMRef.html
- **Counseling and Psychological Services (CAPS):** (703) 993-2380; http://caps.gmu.edu
- **University Policies:** The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.

**SCHEDULE OF TOPICS AND READINGS**

8/28 **SOCIAL AND COGNITIVE APPROACHES TO CLINICAL PSYCHOLOGY:** Introduction

9/4 **SELF-AWARENESS and SELF-EVALUATION**


9/11 **CLINICAL APPLICATIONS FROM THE SCIENCE OF SELF AND IDENTITY**


9/18 SELF DISCLOSURE AND STIGMA


9/25 SELF-REGULATION – Part 1


10/2 SELF-REGULATION – Part 2


10/9 NO CLASS – It's a Monday Schedule

10/16 EMOTIONS OF THE IMPERILED EGO – MORAL AND OTHERWISE


10/23 INTERPERSONAL PROCESSES


10/30 SOCIAL PSYCHOLOGY OF BEHAVIOR CHANGE – Pt 1


11/6 SOCIAL PSYCHOLOGY OF BEHAVIOR CHANGE – Pt 2


11/13 SOCIAL PSYCHOLOGY OF BEHAVIOR CHANGE – Pt 3


11/20 SOCIAL AND CULTURAL FACTORS IN ASSESSMENT AND MENTAL HEALTH


11/27 SOCIAL PSYCHOLOGY OF CLINICAL INTERACTIONS
(aka Psychodynamic Concepts are Alive and Well)


12/4 CURRENT STATUS AND FUTURE DIRECTIONS


12/4 FINAL PAPERS DUE IN CLASS

Happy Winter Break!!!!