

THOMAS G.
PLANTE

Contemporary Clinical Psychology



Contemporary Clinical Psychology

Thomas G. Plante

*Santa Clara University and
Stanford University*



John Wiley & Sons, Inc.

New York Chichester Weinheim Brisbane Singapore Toronto

Dedication

***For Lori and Zachary,
who make everything worthwhile***

Acquisitions Editor Ellen Schatz
Marketing Manager Bonnie Cabot
Production Director Pamela Kennedy
Production Editor Barbara Russiello
Art Direction Dawn L. Stanley
Cover Designer David Levy
Cover Painting "Fall Hikers" by Connie Hayes
Photo Editor Lisa Gee
Illustration Editor Edward Starr
Illustration Precision Graphics

This book was set in 10/12 Times Ten by The PRD Group, Inc., and printed and bound by Hamilton Printing Co. The cover was printed by The Lehigh Press, Inc.

Recognizing the importance of preserving what has been written, it is a policy of John Wiley & Sons, Inc. to have books of enduring value published in the United States printed on acid-free paper, and we exert our best efforts to that end.

The paper on this book was manufactured by a mill whose forest management programs include sustained yield harvesting of its timberlands. Sustained yield harvesting principles ensure that the number of trees cut each year does not exceed the amount of new growth.

Copyright © 1999 John Wiley & Sons, Inc.

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning or otherwise, except as permitted under Sections 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the Publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923, (508) 750-8400, fax (508) 750-4470. Requests to the Publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158-0012, (212) 850-6011, fax (212) 850-6008, E-Mail: PERMREQ@WILEY.COM.

Reproduction or translation of any part of this work beyond that permitted by Sections 107 and 108 of the 1976 United States Copyright Act without the permission of the copyright owner is unlawful. Requests for permission or further information should be addressed to the Permissions Department, John Wiley & Sons, Inc.

Library of Congress Cataloging-in-Publication Data:

Plante, Thomas G.

Contemporary clinical psychology / Thomas G. Plante.

p. cm.

Includes bibliographical references and index.

ISBN 0-471-31626-1 (cloth : alk. paper)

1. Clinical psychology. 2. Psychotherapy. I. Title.

[DNLM: 1. Psychology, Clinical. 2. Mental Disorders—therapy. 3. Psychotherapy. WM 105 P713c 1999]

RC467.P56 1999

616.89—dc21

DNLM/DLC

for Library of Congress

98-20474

CIP

Printed in the United States of America

10 9 8 7 6 5 4 3 2

*Contemporary
Clinical Psychology*

ABOUT THE AUTHOR

Thomas G. Plante is an associate professor of psychology at Santa Clara University, a clinical assistant professor of psychiatry and behavioral sciences at Stanford University School of Medicine, and a consulting associate professor in the school of education at Stanford. He teaches undergraduate courses in Introduction to Psychology, Abnormal Psychology, Clinical Psychology, Health Psychology, Psychosomatic Medicine, and Ethics at Santa Clara and Professional Issues and Ethics for clinical psychology interns, postdoctoral fellows, and psychiatric residents as well as a clinical case conference seminar to doctoral students in counseling psychology at Stanford.

He is a licensed psychologist in California and a Diplomate of the American Board of Professional Psychology in Clinical Psychology maintaining a private practice in Menlo Park, California. He is a fellow in the Academy of Clinical Psychology. He acts as a

licensing examiner for the State of California as well as a diplomate examiner for the American Board of Professional Psychology. He is the former chief psychologist and mental health director of the Children's Health Council, a private, non-profit agency serving children and families with behavioral, educational, and emotional problems affiliated with Stanford University as well as a former staff psychologist and medical staff member at Stanford Hospital.

He has published over 60 professional journal articles on topics such as clinical psychology training and professional issues, psychological benefits of exercise, personality and stress, and psychological issues among Catholic clergy. He recently co-authored a statistics textbook and is completing an edited book on sex-offending clergy to be published by Praeger/Greenwood.

Dr. Plante lives in the San Francisco Bay area with his wife, Lori, and son, Zachary.

PREFACE

The goals, activities, and contributions of contemporary clinical psychology are very appealing to many who are fascinated by human behavior and relationships. The enormous popularity of psychology as an undergraduate major, of clinical psychology as a career option, and of popular press psychology books are a testament to the inherent interest of clinical psychology. The goal of clinical psychology is noble: to use the principles of psychology and our understanding of human behavior to promote health, happiness, and quality of life.

Contemporary clinical psychology is changing and growing at a rapid pace. The advent of managed health care, the changing needs of a multicultural society, changes in training models, the shift from primarily a male to a female profession, technological and other scientific advances, complex problems in today's culture, all have greatly impacted both the science and practice of contemporary clinical psychology. Some of these changes are very positive; some are negative. Despite the challenges confronting clinical psychology, the field remains a fascinating and exciting endeavor with tremendous potential to help individuals, groups, and society.

As more research evidence emerges concerning the interplay of biological, psychological, and social influences on behavior, contemporary clinical psychologists must incorporate new knowledge to develop better applications in their efforts to understand and help others. Biopsychosocial integration in many ways best reflects contemporary clinical psychology, expanding the range and usefulness of its efforts.

This book seeks to provide students with an overview of contemporary clinical psychology from an integrative biopsychosocial perspective. The book highlights the various activities, roles, and responsibilities of the contemporary clinical psychologist as well as provides a foundation of the discipline through a detailed review of its history, scientific underpinnings, and theoretical orientations. The book also provides an overview of contemporary issues in clinical psychology as well as a road map for those interested in pursuing clinical psychology as a career option.

Each chapter includes a highlight of a contemporary clinical psychologist who provides the reader with a frank reflection on the pros and cons of contemporary clinical psychology as well as their view of the future of the field. A typical schedule is also provided so that the reader can get a sense of what a day in the life of a contemporary clinical psychologist might be like. Whereas some of the schedules were provided verbatim from the psychologist highlighted, a few of them were constructed from either telephone, electronic mail, or other methods provided by each psychologist. It is important to mention that the psychologists were chosen to reflect the broad range of people who are clinical psychologists. Whereas some of the psychologists are well known, others are not. Several work in colleges and universities conducting research and teaching. Several work in solo or group private practice. Some work in hospitals, government agencies, or university counseling clinics. One works in the United States Senate. Some combine work in several diverse settings. Some work part-time while raising a family. Psychologists from all over the United States, from diverse training programs, from both genders, a variety of ethnic groups, and with disabilities are represented. The range of activities, roles, and responsibilities of these psychologists reflects the diversity of careers open to the contemporary clinical psychologist.

Each chapter includes a detailed list of key points and terms to help enhance understanding. Each chapter also includes a section entitled The Big Picture, which provides a "bottom line" or "take home message" summary of the chapter as well as a look towards the future of the topic covered in that particular chapter.

A great deal of clinical case material is presented throughout the book as well. Several cases such as Mary, a 50-year-old woman with a long history of panic attacks, are discussed in several chapters for the reader to trace the theoretical conceptualization, assessment, and treatment of one case in some detail. All of the patients presented are based on actual clinical cases. All of the examples from testing, therapy, consultation, and ethics are also based on actual cases. However, some of

the details have been altered to protect patient and psychologist confidentiality.

This book is different from others in several important ways. First, it uses an integrative biopsychosocial approach throughout. This approach best reflects the perspective of most contemporary clinical psychologists. Less emphasis is placed on traditional theoretical models such as behavioral, psychodynamic, and humanistic approaches since most contemporary clinical psychologists integrate these and other approaches and orientations rather than using only one. Second, although scholarly and research based, an emphasis is placed on the real world of clinical psychology to provide the reader with a window into how the science and practice of clinical psychology is actually conducted. While I, like all authors of clinical psychology textbooks, work as a professor of psychology at a university, I maintain a small private practice and have worked for many years as a mental health director for a child and family agency, a staff psychologist and medical staff member at a university hospital, and a consultant to businesses, religious orders, schools, and law firms. Thus, I have attempted to provide the reader with a realistic, practical, and current portrayal of the contemporary clinical psychology field in many different settings. Finally, unlike other texts available, this book provides a separate chapter on ethics and a separate chapter on the consultation, administration, and teaching responsibilities of clinical psychologists. Ethical issues and these additional roles for clinical psychologists have received more attention in recent years and are thus reflected in this book. The book also provides a chapter on ten common questions asked about psychotherapy. Finally, emphasis is placed on contemporary issues in clinical psychology such as diversity, managed health care, and other hot topics.

The instructor's guide that accompanies this book provides faculty with a detailed book outline, multiple choice and essay examination questions, transparencies for class use, a list of references, web sites, popular and educational films, class activities, and a sample course syllabus. The instructor's guide is available on computer disc as well so faculty can alter these materials to best suit their needs.

The book assumes that students have already completed undergraduate courses in introductory and abnormal psychology. The book is appropriate for upper division college students who are likely

to be psychology majors or first-year graduate students in clinical psychology. The book might also be a helpful reference for those who provide career guidance for students potentially interested in a career in psychology or related fields.

I welcome comments about the book from both students and faculty. These comments will be used to create improved future editions. Thank you for reading this book and welcome to the exciting, fascinating, and ever-changing world of contemporary clinical psychology.

ACKNOWLEDGMENTS

Numerous people other than the author assist in the development and completion of a book. Some provide help in a direct and concrete manner while others provide help in less direct and more supportive ways. I would like to acknowledge the assistance of the many people who have helped in both ways and have contributed to the development of the book and of me.

First, I would like to thank the many wonderful people at John Wiley & Sons who have enthusiastically worked to publish this book. I'd like to thank editor Ellen Schatz and executive editor Chris Rogers for their strong interest in the project as well as their high level of professionalism and vision. Their kindness and sense of humor are especially appreciated. I would also like to thank the production staff including Bonnie Cabot, Tammy McGinnis, Alison Kam, Barbara Russiello, Lisa Gee, Dawn Stanley, and Christine Marra.

Second, I would like to thank my textbook writing mentor, Wayne Weiten, who has generously offered his advice and counsel concerning the challenges of both writing a textbook and working with publishers. It would have been very difficult for the project to be completed without his wisdom, experience, and efforts on my behalf.

Third, I would like to thank Lori Goldfarb Plante for helpful editing, feedback, and suggestions as well as providing some clinical case material. Her writing skills and clinical savvy are evident throughout the book and the project would have been much more difficult to complete without her gracious efforts.

Fourth, I would like to acknowledge the anonymous patients referred to in this book; allowing their life experiences and concerns to be an instrument of learning for others.

Fifth, I would like to thank the many reviewers from across the United States and Canada for offering their helpful suggestions and perspectives on earlier drafts of the book. These include:

Allen Sherman
University of Arkansas

Rick Ingram
San Diego State University

Jefferson Singer
Connecticut College

Julie Sincoff Jampel
Tufts University

Elizabeth Dykens
University of California, Los Angeles

Scott Vrana
Purdue University

Wayne Weiten
Santa Clara University

Frank Collins
Oklahoma State University

David Harder
Tufts University

William Iacono
University of Minnesota

Heidi Inderbitzen-Nolan
University of Nebraska-Lincoln

Marvin Kumler
Bowling Green State University

Liliana Lengua
University of Washington

Scott Monroe
University of Oregon

Beverly Palmer
California State University-Dominguez Hills

Chris Peterson
University of Michigan

C. Rick Snyder
University of Kansas

Brian Stagner
Texas A & M University

Charlotte VanOyen Witvliet
Hope College

Nancy Vogeltanz
University of North Dakota

Douglas Whitman
Wayne State University

Michael York
University of New Haven

Sixth, I would like to thank my many students for helping me better understand what is useful, interesting, and helpful for them to learn and for providing me with inspiration. I'd like to especially thank students who have reviewed parts of the book and offered feedback. These include Connie Hoffman, Dusty Pardini, Lisa Telford, Marcus Boccini, Heather McLain, Amy Lantis, and Jennifer Booth.

Finally, I would like to thank friends, colleagues, mentors, and family who have been supportive and instructive in a variety of diverse ways over the years. These include Eli and Marilyn Goldfarb, Jackie Dormitzer, Sonny Manuel, Peter Merenda, John Sousa, Richard Walker, Anthony Davids, Gary Schwartz, Judith Rodin, Chris Hayward, Marcia Plante, Mary Beauchemin, Lee Sperduti, Henry and Anna McCormick, and Margaret Condon. Most especially, I would like to thank my wife, Lori, and son, Zachary, for their love, support, and for making everything worthwhile.

BRIEF CONTENTS

PART ONE	<i>Foundations and Fundamentals</i>	1
CHAPTER 1	<i>What Is Contemporary Clinical Psychology?</i>	3
CHAPTER 2	<i>Foundations and Early History of Clinical Psychology</i>	23
CHAPTER 3	<i>Recent History of Clinical Psychology</i>	37
CHAPTER 4	<i>The Major Theoretical Models: Paving the Way Towards Integration</i>	53
CHAPTER 5	<i>Integrative and Biopsychosocial Approaches in Contemporary Clinical Psychology</i>	72
PART TWO	<i>Research, Practice, and Varied Roles and Responsibilities</i>	95
CHAPTER 6	<i>Research in Contemporary Clinical Psychology: Design and Implementation</i>	97
CHAPTER 7	<i>Contemporary Psychological Assessment I: Interviewing and Observing Behavior</i>	125
CHAPTER 8	<i>Contemporary Psychological Assessment II: Cognitive and Personality Assessment</i>	151
CHAPTER 9	<i>Psychotherapeutic Interventions in Contemporary Clinical Psychology</i>	185
CHAPTER 10	<i>Ten Essential Questions About Psychotherapy</i>	206
CHAPTER 11	<i>Areas of Specialization in Contemporary Clinical Psychology</i>	220
CHAPTER 12	<i>Consultative, Teaching, and Administrative Roles in Contemporary Clinical Psychology</i>	245
CHAPTER 13	<i>Ethical Standards in Contemporary Clinical Psychology</i>	264
PART THREE	<i>Where Is Clinical Psychology Going and Should I Go with It?</i>	289
CHAPTER 14	<i>Current and Future Trends and Challenges in Contemporary Clinical Psychology</i>	291
CHAPTER 15	<i>Becoming a Clinical Psychologist: A Road Map</i>	311
	<i>Glossary</i>	331
	<i>Appendix</i>	337
	<i>References</i>	355

TABLE OF CONTENTS

PART ONE Foundations and Fundamentals 1

CHAPTER 1 What Is Contemporary Clinical Psychology? 3

Highlight of a Contemporary Clinical Psychologist: Patrick H. DeLeon, Ph.D., ABPP	3
<i>Case Study: Carlos</i>	4
Clinical Psychology: Definition and Inherent Intrigue	5
Clinical Psychology: Perspective and Philosophy	6
Clinical Psychology Education and Training	7
Clinical Psychology Activities	8
Research	8
Assessment	9
Treatment	9
Teaching	10
Consultation	10
Administration	10
Clinical Psychology Employment Settings	11
Private and Group Practices	11
Colleges and Universities	11
Hospitals	12
Medical Schools	12
Outpatient Clinics	12
Business and Industry	12
Military	12
Other Locations	13
Clinical Psychology Subspecialties	13
Child Clinical Psychology	13
Clinical Health Psychology	14
Clinical Neuropsychology	14
Forensic Psychology	14
Geropsychology	15
Clinical Psychology Organizations	15
American Psychological Association (APA)	15
American Psychological Society (APS)	15

State and County Psychological Associations	16
American Board of Professional Psychology (ABPP)	16
Other Organizations	16
How Does Clinical Psychology Differ from Related Fields?	16
Counseling Psychologists (Ph.D.)	16
School Psychologists (M.A. or Ph.D.)	17
Psychiatry (M.D.)	18
Social Work (M.S.W.)	19
Psychiatric Nursing (R.N.)	19
Marriage and Family Counseling (MFCC)	20
Other Counselors	20
Other Psychologists	20
The Big Picture	21
Key Points	21
Key Terms	22
For Reflection	22

CHAPTER 2 Foundations and Early History of Clinical Psychology 23

Highlight of a Contemporary Clinical Psychologist: Gerdenio "Sonny" Manuel, Ph.D., S.J.	23
Setting the Stage: Early Conceptions of Mental Illness: Mind and Body Paradigms	24
The Greeks	24
The Middle Ages	26
The Renaissance	27
The Nineteenth Century	28
The Birth of Psychology	29
The Founding of Clinical Psychology: Lightner Witmer and the University of Pennsylvania	30
The Influence of Binet's Intelligence Test	31
The Influence of the Mental Health and Child Guidance Movement	31
The Influence of Sigmund Freud in America	31
The American Psychological Association and Early Clinical Psychology	33

xii Table of Contents

The Influence of World War I	33
Clinical Psychology Between World Wars I and II	33
Psychological Testing	33
Psychotherapy	34
Training	34
Organizational Split and New Publications	34
Big Picture	35
Key Points	35
Key Terms	36
For Reflection	36
 CHAPTER 3 <i>Recent History of Clinical Psychology</i>	 37
Highlight of a Contemporary Clinical Psychologist: Amy Bassell Crowe, Ph.D.	37
The Influence of World War II	38
Clinical Psychology Immediately After World War II	40
The Veterans Administration	40
Training	40
The Boulder Conference	41
Post-Boulder Conference Events	41
The Rise of Alternatives to the Psychodynamic Approach	41
The Behavioral Approach	42
The Cognitive-Behavioral Approach	43
The Humanistic Approach	43
The Family Systems Approach	44
Psychotropic Medication	45
The Community Mental Health Movement	46
The Integrative Approaches	46
The Biopsychosocial Approach	47
A New Training Model Emerges: The Vail Model and Professional Schools of Psychology	48
The Vail Conference	48
Salt Lake City Conference	48
Additional Conferences	49
Michigan Conference on Postdoctoral Training	49
Present History	49
The Big Picture	50

Key Points	51
Key Terms	51
For Reflection	52

CHAPTER 4 *The Major Theoretical Models: Paving the Way Towards Integration* **53**

Highlight of Contemporary Clinical Psychologist: Marcia Johnston Wood, Ph.D.	53
--	----

The Four Major Theoretical Models in Clinical Psychology	54
--	----

The Psychodynamic Approach	54
----------------------------	----

Case Study: Mary	54
-------------------------	-----------

Freud's Psychoanalytic Perspective	55
------------------------------------	----

The Revisionist or Neo-Freudian Perspective	57
---	----

The Object Relations Perspective	57
----------------------------------	----

The Behavioral and Cognitive-Behavioral Approaches	58
--	----

The Classical Conditioning Perspective	60
--	----

The Operant Perspective	60
-------------------------	----

The Social Learning Perspective	61
---------------------------------	----

The Cognitive Perspective: Beliefs, Appraisals, and Attributions	61
--	----

The Humanistic Approach	63
-------------------------	----

The Client-Centered Perspective	63
---------------------------------	----

Maslow's Humanistic Perspective	64
---------------------------------	----

The Gestalt Perspective	64
-------------------------	----

The Family Systems Approach	65
-----------------------------	----

The Communication Approach	65
----------------------------	----

The Structural Approach	66
-------------------------	----

The Milan Approach	66
--------------------	----

The Strategic Approach	67
------------------------	----

The Narrative Approach	67
------------------------	----

Understanding Mary from Different Theoretical Orientations	68
--	----

Psychodynamic Formulation and Plan	68
------------------------------------	----

Cognitive-Behavioral Formulation and Plan	68
---	----

Humanistic Formulation and Plan	68
---------------------------------	----

The Big Picture	69
-----------------	----

Key Points	70
------------	----

Key Terms	71
-----------	----

For Reflection	71
----------------	----

CHAPTER 5 *Integrative and Biopsychosocial Approaches in Contemporary Clinical Psychology* **72**

Highlight of a Contemporary Clinical Psychologist: Paul Wachtel, Ph.D. 72

The Call to Integration 73

Commonalities Among Approaches 74

Efforts Toward Integration 74

Eclecticism 75

Beyond Psychological Models 76

Biopsychosocial Integration 77

Biological Factors 77

Social Factors 80

Case Study of Mary: Integrating Biological Factors 80

Case Study of Mary: Integrating Social Factors 81

Synthesizing Biological, Psychological, and Social Factors in Contemporary Integration 81

Diathesis-Stress Perspective 82

Reciprocal-Gene-Environment Perspective 82

Psychosocial Influences on Biology 83

Development of the Biopsychosocial Perspective 83

Application of the Biopsychosocial Perspective to Contemporary Clinical Psychology Problems 84

Obsessive-Compulsive Disorder 84

Biopsychosocial Case Study: Obsessive-Compulsive Disorder in Hector 85

Panic Disorder and Anxiety 86

Cardiovascular Disease 87

Biopsychosocial Case Study: School Phobia in Nicole 88

Biopsychosocial Case Study: Cardiovascular Disease in Taylor 89

Cancer 90

Biopsychosocial Case Study: Cancer in Marilyn 91

Conclusion 92

Case Study of Mary: Biopsychosocial Synthesis 92

The Big Picture 93

Key Points 93

Key Terms 93

For Reflection 94

PART TWO *Research, Practice, and Varied Roles and Responsibilities* **95**

CHAPTER 6 *Research in Contemporary Clinical Psychology: Design and Implementation* **97**

Highlight of a Contemporary Clinical Psychologist: Alan Kazdin, Ph.D., ABPP 97

Research Methods and Designs 99

Experiments 100

Identifying Independent and Dependent Variables 100

Minimizing Experimental Error 100

Maximizing Internal and External Validity 101

Experimental Designs 102

True Experimental Designs 103

Quasi-Experimental Designs 103

Within-Group Designs 104

Mixed Group Designs 105

Analogue Designs 105

Case Studies 106

Single Subject Designs 106

Multiple Baseline Designs 107

Correlational Methods 108

Epidemiological Methods 110

Cross-Sectional and Longitudinal Designs 110

Treatment Outcome Research 111

Treatment Package Strategy 111

Dismantling Treatment Strategies 112

Constructive Treatment Strategies 112

Parametric Treatment Strategy 112

Comparative Treatment Strategy 113

Client-Therapist Variation Strategy 113

Process Research Strategy 113

Questions and Challenges Conducting Treatment Outcome Research 113

Is a Research Program's Treatment Similar to the Treatment in Actual Practice? 113

xiv Table of Contents

Are the Patients and Therapists Used in a Research Study Typical of Those in Actual Practice? 114	
How and When Is Treatment Outcome Measured? 114	
Statistical versus Clinical Significance 115	
How Can Treatment Outcome Decisions Be Made When Studies Come to Different Conclusions? 115	
What Is a Program of Research and How Is It Conducted? 116	
Contemporary Issues in Clinical Psychology Treatment Outcome Research 116	
Biopsychosocial Approaches to Psychopathology Research 117	
Meta-analysis 118	
Empirically Validated Treatments 118	
Comprehensive and Collaborative Multisite Clinical Trial Research Projects 119	
Community-wide Interventions 119	
How and Where Is Research Conducted in Clinical Psychology and How Is It Funded? 120	
How are Research Results Communicated and Incorporated into Practice? 120	
The Big Picture 121	
Key Points 122	
Key Terms 123	
For Reflection 124	
 CHAPTER 7 <i>Contemporary Psychological Assessment I: Interviewing and Observing Behavior</i>	125
Highlight of a Contemporary Clinical Psychologist: Stanley Sue, Ph.D. 125	
Goals, Purposes, and Types of Assessment 126	
Reliability and Validity 127	
Interviewing 129	
Rapport 130	
Effective Listening Skills 130	
Effective Communication 131	
Observation of Behavior 131	
Asking the Right Questions 131	
 <i>Case Study: Joe</i> 132	
Types of Interviews 133	
Initial Intake or Admissions Interview 133	
Mental Status Interview 133	
Crisis Interview 134	
Diagnostic Interview 134	
Structured Interviews 135	
Computer-Assisted Interviews 137	
Exit or Termination Interviews 137	
Potential Threats to Effective Interviewing 142	
Bias 142	
Reliability and Validity 142	
Behavioral Observations 142	
Naturalistic Observations 143	
Self-Monitoring 144	
Controlled Observations 144	
Checklists and Inventories 145	
Beck Inventories 146	
Child Behavior Checklist (CBCL) 146	
The Symptom Checklist 90-Revised (SCL-90-R) 146	
<i>Case Study: Jose and the BDI, CBCL, and SCL-90-R</i> 147	
Other Checklists and Inventories 147	
Physiological Testing 148	
Big Picture 149	
Key Points 149	
Key Terms 150	
For Reflection 150	
 CHAPTER 8 <i>Contemporary Psychological Assessment II: Cognitive and Personality Assessment</i>	151
Highlight of a Contemporary Clinical Psychologist: Lori Goldfarb Plante, Ph.D. 151	
Cognitive Testing 152	
Intelligence Testing 152	
What Is Intelligence? 152	
How Do Clinical Psychologists Measure Intelligence? 154	
Wechsler Scales 155	

<i>Intellectual Assessment Case Study: WAIS-III with Gabriel</i>	157	<i>Similarities or Common Denominators in Psychotherapy</i>	188
<i>Intellectual Assessment Case Study: WISC-III with Lillian</i>	159	Professional Person	189
Stanford-Binet Scales	158	Professional Manner	189
Other Tests of Intellectual Ability	158	Professional Setting	189
Other Tests of Cognitive Ability	161	Fees	190
Neuropsychological Testing	161	Duration of Sessions	190
<i>Neuropsychological Case Study: Robert</i>	163	Frequency of Sessions	190
Questions and Controversies Concerning IQ Testing	163	Stages of Psychotherapy	190
Conclusion	164	Initial Consultation	190
Personality Testing	165	Assessment	191
What Are Personality and Psychological Functioning?	165	Development of Treatment Goals	191
Is Personality Really Enduring?	166	Implementation of Treatment	192
How Do Clinical Psychologists Measure Personality and Psychological Functioning?	166	Evaluation of Treatment	192
Objective Testing	166	Termination	192
Projective Testing	171	Follow-up	192
<i>Rorschach Case Study: Martha</i>	172	Modes of Psychotherapy	192
<i>Rorschach Case Study: Xavier</i>	173	Individual Psychotherapy	192
<i>TAT Case Study: Debbie</i>	175	<i>Case Study: Individual Child Therapy with Shawna</i>	193
<i>Sentence Completion Case Study: Xavier</i>	176	<i>Case Study: Individual Psychotherapy with James</i>	194
Questions and Controversy Concerning Personality and Psychological Testing	176	Group Psychotherapy	195
<i>Sentence Completion Case Study: Elias</i>	177	<i>Case Study: Inpatient Group Psychotherapy</i>	197
Clinical Inference and Judgment	178	Couples Psychotherapy	196
Communicating Assessment Results	179	<i>Case Study: Couples Therapy with Hans and Marta</i>	199
Integrated Psychological Assessment Report	180	Family Therapy	198
The Big Picture	182	<i>Case Study: Family Therapy with the Kaplans</i>	200
Key Points	183	Nonpsychotherapy Approaches to Treatment: Biological and Social Interventions	198
Key Terms	184	Biological Interventions	200
For Reflection	184	Social Interventions	202
		Contemporary Case, Contemporary Treatment	202
CHAPTER 9 Psychotherapeutic Interventions in Contemporary Clinical Psychology	185	<i>Case Study: Mako Contemporary Psychotherapy: Integration of Theories, Techniques, Modalities, and Biopsychosocial Factors in a Case of Anorexia Nervosa</i>	203
Highlight of a Contemporary Clinical Psychologist: John C. Norcross, Ph.D.	185	The Big Picture	204
Contemporary Integration in Psychotherapy	186	Key Points	204
Goals of Psychotherapy	188	Key Terms	205
		For Reflection	205

CHAPTER 10 *Ten Essential Questions About Psychotherapy* 206

Highlight of a Contemporary Clinical Psychologist: Allen Sherman, Ph.D. 206

Does Psychotherapy Work? 207

Is Long-Term Therapy Better Than Short-Term Treatment? 210

Who Stays In and Who Drops Out of Psychotherapy? 210

Is One Type of Therapy Better Than Another? 211

Do the Effects of Psychotherapy Last After Therapy Ends? 212

What Common Factors Are Associated with Positive Psychotherapy Outcome? 213

Why Is Change Difficult? 214

Must Someone Be a Professional to Be an Effective Therapist? 215

Does Psychotherapy Help Reduce Medical Costs? 216

Can Psychotherapy be Harmful? 217

The Big Picture 218

Key Points 219

Key Terms 219

For Reflection 219

CHAPTER 11 *Areas of Specialization in Contemporary Clinical Psychology* 220

Highlight of a Contemporary Clinical Psychologist: Micheline Beam, Ph.D. 220

Clinical Health Psychology 222

- Smoking 224
- Obesity 225
- Alcohol Consumption 226
- Stress Management 226
- Acquired Immune Deficiency (AIDS) 227
- Chronic Pain Control 227
- Conclusion 227

Case Study: Celeste 228

Child Clinical Child Psychology 228

Case Study: Weight Loss Treatment 228

Case Study: Joe 229

- Attention Deficit Hyperactivity Disorder (ADHD) 229

- Learning Disorders 231
- Child Abuse and Neglect 232
- Anorexia Nervosa 233
- Conclusions 234

Clinical Neuropsychology 234

Case Study: Sam 234

Case Study: Zoe 235

Case Study: Sally 235

Epilepsy 236

Brain Injuries 237

Degenerative Diseases 237

Conclusion 238

Forensic Psychology 238

Case Study: Joseph 238

Case Study: Austin 239

- Involuntary Commitment 239

Case Study: Margaret 239

- Insanity Defense 240
- Child Custody 240
- Jury Selection 241
- Conclusions 241
- Other Subspecialties 241

Case Study: The Lee Family 242

Case Study: Marie 242

Case Study: Betty 242

The Big Picture 243

Key Points 243

Key Terms 244

For Reflection 244

CHAPTER 12 *Consultative, Teaching, and Administrative Roles in Contemporary Clinical Psychology* 245

Highlight of a Contemporary Clinical Psychologist: Julie B. (Sincoff) Jampel, Ph.D. 245

Consultation 246

- Consultation Defined 246
- Consultation Roles 247
- Types of Consultation 249
 - Mental Health Consultation 249
 - Organizational Consultation 250
- Stages of Consultation 250

<i>Understanding the Question</i>	250	The Ethical Principles of Psychologists and Code of Conduct	267
<i>Assessment</i>	251	Ethical Principles	267
<i>Intervention</i>	251	Competence	267
<i>Termination</i>	252	Integrity	269
<i>Follow Up</i>	252	Professional and Scientific Responsibility	271
To Whom Do Clinical Psychologists Offer Consultation?	252	<i>Case Study: Dr. A</i>	269
<i>Consultation to Other Mental Health Professionals</i>	252	<i>Case Study: Dr. B</i>	270
<i>Case Studies: Consultations with Mental Health Colleagues</i>	254	<i>Case Study: Dr. C</i>	272
<i>Case Studies: Consultations with Nonmental Health Professionals</i>	253	<i>Case Study: Dr. D</i>	272
Effective Consultation	255	<i>Case Study: Dr. E</i>	273
<i>Case Studies: Consultations with Nonmental Health Professionals</i>	255	Respect for People's Rights and Dignity	273
Challenges in Consultation	256	<i>Case Study: Dr. F</i>	273
Teaching	256	<i>Case Study: Dr. H</i>	274
Teaching in Academic Settings	257	<i>Case Study: Dr. I</i>	274
Psychology Departments	257	<i>Case Study: Dr. J</i>	274
Other Academic Departments	257	<i>Case Study: Dr. K</i>	274
Medical Schools and Hospitals	258	Concern for Other's Welfare	275
<i>Case Studies: Teaching in Academic Settings</i>	258	Social Responsibility	275
Teaching in Nonacademic Settings	259	<i>Case Study: Dr. L</i>	275
Clinics	259	<i>Case Study: Dr. M</i>	276
Workshops	259	Ethical Standards	276
Business and Industry	259	General Standards	276
General Public	259	Evaluation, Assessment, or Intervention	276
<i>Case Studies: Teaching in Nonacademic Locations</i>	259	<i>Case Study: Dr. N</i>	277
Administration	260	<i>Case Study: Dr. O</i>	277
<i>Case Studies: Administrators in Clinical Psychology</i>	261	<i>Case Study: Dr. P</i>	278
The Big Picture	262	Advertising and Other Public Statements	278
Key Points	262	Therapy	278
Key Terms	263	<i>Case Study: Dr. Q</i>	278
For Reflection	263	<i>Case Study: Dr. R</i>	279
		<i>Case Study: Dr. S</i>	279
CHAPTER 13 <i>Ethical Standards in Contemporary Clinical Psychology</i>	264	Teaching, Training, Supervision, Research, and Publishing	280
Highlight of a Contemporary Clinical Psychologist: Thomas G. Plante, Ph.D., ABPP	264	Forensic Activities	280
How Do Professional Ethics Differ from the Law?	267	<i>Case Study: Dr. T</i>	281
		<i>Case Study: Dr. U</i>	281
		<i>Case Study: Dr. V</i>	281
		<i>Case Study: Dr. W</i>	281
		<i>Case Study: Dr. X</i>	282
		<i>Case Study: Dr. Y</i>	282
		Resolving Ethical Issues	282

xviii Table of Contents

Why Would a Psychologist Behave in an Unethical Manner? 282	The Big Picture 309
<i>Case Study: Dr. AA</i> 283	Key Points 309
<i>Case Study: Dr. BB</i> 283	Key Terms 310
How Are Ethics Enforced? 284	For Reflection 310
What Is the Process for Solving Ethical Dilemmas? 285	
Is Behaving in Accordance with the Ethical Principles Always Clear Cut? 285	CHAPTER 15 <i>Becoming a Clinical Psychologist: A Road Map</i> 311
The Big Picture 286	Highlight of a Contemporary Clinical Psychologist: Dianne Chambless, Ph.D. 311
Key Points 287	College 313
Key Terms 288	Grade Point Average (GPA) 313
For Reflection 288	Graduate Record Exam (GRE) 313
	Research Experience 314
	Clinical Experience 315
	Verbal Skills 316
	Interpersonal Skills 316
	Reliability and Dependability 316
	Productivity 316
	Letters of Recommendation 316
	Motivation 316
PART THREE <i>Where Is Clinical Psychology Going and Should I Go with It?</i> 289	Applying to Graduate Programs in Clinical Psychology 317
	Graduate School in Clinical Psychology 318
CHAPTER 14 <i>Current and Future Trends and Challenges in Contemporary Clinical Psychology</i> 291	Ph.D. or Psy.D. 318
Highlight of a Contemporary Clinical Psychologist: Nicholas Cummings, Ph.D., Sc.D. 293	University Versus Free Standing Professional School 319
Trends in Society 293	Accreditation 320
Contemporary Changes in the American Family 293	Training Curriculum and Emphasis 320
Multicultural and Diversity Issues 293	Clinical Internship 322
Advances in Science, Technology, and Medicine 295	Postdoctoral Fellowship 323
Money 296	Specialization 323
Gender Shifts in Professions 297	Certification and/or Licensure 323
Research Issues 297	The Written Examination 324
Practice Issues 298	The Oral Examination 325
Managed Health Care 298	Employment 325
Prescription Privileges 302	Academic Positions 326
Medical Staff Privileges 304	Clinical Positions 326
Private Practice 304	The American Board of Professional Psychology (APBB) Diploma 326
Specialization 305	Is Clinical Psychology Right for Me? 327
Empirically Validated Treatments 305	How to Get More Information about Current Issues in Clinical Psychology 328
Reaching Beyond Mental Health in Contemporary Clinical Psychology 307	
Training Issues 307	