

Introduction to **CLINICAL PSYCHOLOGY**

**2ND
EDITION**

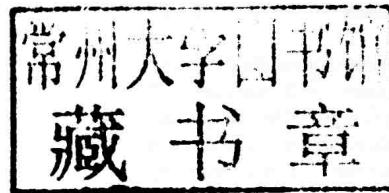
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INTRODUCTION TO
Clinical Psychology
An Evidence-Based Approach

SECOND EDITION

JOHN HUNSLEY | CATHERINE M. LEE



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TO OUR FAMILY, NEAR AND FAR

Preface

Between us, we have well over half a century of experience in clinical psychology. We share a passion for a profession that has the potential to make an important contribution to the understanding of human nature and to the alleviation of human suffering. We have written this book to introduce to students the theories and practices of clinical psychology and convey the important work done by clinical psychologists. The book is designed to be helpful not only to those who will go on to careers in clinical psychology, but also to those who will choose other career paths.

KEY FEATURES

Clinical psychology has evolved greatly in recent decades. In order to convey the nature of contemporary practice of clinical psychology, we have incorporated three distinct features through all of the chapters.

Evidence-Based Approach

Concerns about health care costs, together with growing demands from well-informed health care consumers, have highlighted the need for clinical psychology to adopt evidence-based assessment and interventions. Unfortunately, many popular theories that have guided clinical practice for decades do not have supporting evidence. Throughout the text, we present theories and practices and examine the extent to which they are supported by research. If a technique or strategy is used frequently in practice but has not been supported empirically, we say so. We believe that our approach reflects the new realities in clinical psychology and the ongoing commitment of psychologists to deliver services that are the best science has to offer.

Diversity

Clinical psychology must address the needs of a diverse population. We highlight the need for sensitivity to gender, age, culture, ethnicity, sexual orientation, socioeconomic status, family type, and geographic location. Throughout the text, we include relevant assessment and treatment examples to illustrate the importance and the challenges of professional sensitivity to diversity issues in research and practice.

Lifespan Perspective

We have adopted a lifespan perspective throughout the text. We include examples illustrating issues with respect to children, adolescents, adults, and older adults. As many undergraduate students taking an introductory course in clinical psychology are unlikely to have decided on the age of clients with whom they eventually wish to work, it will be appealing to learn about clinical psychology across the life span. It is important for the student to appreciate that assessment and treatment plans can vary depending upon the age of the individual.

TEXT ORGANIZATION

The text can be divided into three sections. The first section provides an overview of issues that set the stage for the second section, which is on assessment; and that section, in turn, is the foundation for the third section on intervention in clinical psychology. In Chapter 1 we provide a definition of clinical psychology, describing its history and explaining similarities and differences between clinical psychology and other mental health professions. Chapter 2 addresses the diverse roles of clinical psychologists, all of which are based on the pillars of science and ethics. The importance of attention to ethical issues is highlighted not just in this chapter but throughout the text. The third chapter is an overview of issues related to classification and diagnosis. In this chapter, we introduce two individuals, an adult (Melissa) and an adolescent (Joshua), whose psychological services we describe in subsequent chapters. Chapter 4 presents key issues on research methods, underlining the ways they are employed to address clinically meaningful questions.

In the second section, Chapters 5 to 9 address assessment issues in clinical psychology, highlighting ethical issues that must guide psychological practice. Chapter 5 provides an overview of the purposes of psychological assessment, a review of key concepts in psychological testing, and an examination of the distinction between testing and assessment. Chapter 6 presents information on clinical interviews and clinical observation, emphasizing developmental considerations relevant to these commonly used assessment methods. We discuss intellectual and cognitive assessments in Chapter 7. Chapter 8 covers self-report and projective assessment, with in-depth examination of the usefulness of different assessment strategies. The challenges of integrating assessment data and making clinical decisions are illustrated in Chapter 9, with reference to services for Melissa (who was introduced in Chapter 3).

The third section on intervention covers both prevention and treatment. Chapter 10 highlights issues in prevention, describing programs designed for at-risk youth. In Chapter 11 we provide a brief overview of approaches to psychological intervention, describing the theoretical foundations of current evidence-based approaches and presenting data on the nature and course of psychotherapy. Chapters 12 and 13 present an overview of current evidence-based treatments for adults (Chapter 12) and for children and adolescents (Chapter 13). The case of Joshua (who was introduced in Chapter 3) is used to illustrate issues in developing treatment plans. Chapter 14 provides information on evidence-based treatment elements derived from therapy process and therapy process-outcome research. Finally, in Chapter 15, we examine issues in the practice of clinical psychology in the areas of clinical health psychology, clinical neuropsychology, and forensic psychology.

The book includes two appendices. The first lists journals in clinical psychology and should help students as they research topics in greater depth. The second appendix, entitled Applications to Graduate School, is designed to help students in decision-making about graduate school applications as well as in planning an application.

FEATURES OF INTEREST TO THE STUDENT

Within each chapter many features have been incorporated to aid student learning. This text is designed to introduce clinical psychology in a reader-friendly and accessible manner, highlighting the varied and dynamic areas of the discipline. To enhance student learning, there is extensive cross-referencing of material across chapters. There are also many features to help students better understand and integrate text material, including (a) helpful hints about clinical psychology services, (b) scenarios that ask readers to imagine their own reactions in situations, and (c) direct examination of the application of issues to common aspects of the reader's life.

Chapter Outline

Each chapter begins with an outline that prepares the student for the material to be covered.

Case Studies

In courses in clinical psychology, case examples are the tool through which abstract material is brought to life. In addition to the extended case presentations in Chapters 3, 9, and 13, case material is embedded throughout the text to illustrate issues in different developmental periods and with a diverse clientele. Reflecting the terminology in current practice, we alternate our use of the terms “patient” and “client.” All the case examples we describe are based on our clinical experience. We have blended details about different people into composites to illustrate clinical issues. The case examples do not, therefore, represent specific individuals, and all the names are fictitious.

Viewpoint Boxes

In each chapter, controversial issues and new directions in the field are highlighted in Viewpoint Boxes. Topics include:

- historically important themes, such as in *Distress in Clinical Psychologists and How They Deal with It* and *IQ and Its Correlates*
- new directions in clinical psychology, such as in *Psychological Resilience in the Face of Potential Trauma*, *Options for Increasing Psychotherapy Attendance*, and *Dissemination of Evidence-Based Treatments*

- controversies, such as in *What Do Psychologists Need to Know About Psychopharmacology?*, *The Trials and Tribulations of DSM-5*, and *How Reliable Are the Findings Reported in Research Studies?*
- issues with a lifespan perspective, such as in *Issues in Interviewing Older Adults* and *Treatment of Childhood Attention-Deficit/Hyperactivity Disorder*
- debates around evidence-based assessment, such as in *Child Custody Evaluations*, *Risk Assessment*, and *Why Do Questionable Psychological Tests Remain Popular with Some Clinical Psychologists?*
- expansion of the practice of clinical psychology to health, such as in *Health Promotion and Prevention Programs for Older Adults* and *Insomnia: No Need to Lose Sleep Over It!*
- current issues in treatment research, such as in *Multiple Perspectives on Treatment Goals* and *Sudden Gains in Therapy*.

Profile Boxes

To bring to life the reality of being a clinical psychologist, we have featured several individuals in Profile Boxes. We invited 20 clinical psychologists to answer questions about their careers. Furthermore, to give students a sense of the varied activities in which psychologists engage, we asked three psychologists who work in different types of settings to describe a typical work week. We invited colleagues whom we consider fine examples of clinical psychologists, and we chose people whom we hope the students will find inspiring. Students reading the Profile Boxes will better appreciate the wide range of activities in which clinical psychologists engage, the challenges they address in their work, and the creativity with which psychological principles are applied to reduce human suffering and improve psychosocial functioning.

Think About It!



Throughout each chapter, we have also included questions that encourage students to consider specific text material more deeply and more personally. These questions usually ask the reader to consider the impact that a certain professional or empirical issue could have on someone's life. There are also questions that encourage students to consider how the manner in which clinical psychologists make decisions about professional services is similar to and different from the manner in which people make routine decisions.

Summary and Conclusions

At the end of each chapter, a section draws together the material discussed in the chapter.

Critical Thinking Questions



To help in identifying themes for discussion, key questions have been designed to provoke discussion and debate on both traditional and emerging issues in clinical psychology.

Key Terms and Key Names

Throughout each chapter, important terms and names are highlighted in bold. These are an important study aid to highlight the most salient points of each chapter.

Additional Resources

For students who wish to explore an issue in greater depth, each chapter provides a list of additional resources, including key books and journals. The *Check It Out!* feature in this section also provides website links that allow readers to find out more about important issues raised in the chapter.

CHANGES IN THE SECOND EDITION

As clinical psychology is a rapidly evolving profession, in this third edition we have updated the scientific and professional literature we review to highlight recent changes in the field. In Chapter 1, this involved providing, among other updates, new estimates about the economic costs of mental disorders. Chapter 2 has updated information about the professional activities and theoretical orientations of clinical psychologists, characteristics of training programs and their graduates, accreditation standards, and registration/licensure. Information on both DSM-5 and ICD-10 diagnostic systems is included in Chapter 3, along with updated information on the epidemiology of mental disorders. To encourage the critical evaluation of scientific research, Chapter 4 has new Viewpoint Boxes addressing media reporting of research and the reliability of research results.

New assessment-related information has been included in Chapters 5 to 9. This includes a discussion of the continuing growth of evidence-based assessment, information on the updated Wechsler scales, and details of updated versions of frequently used self-report measures. As well, Chapter 6 has been reorganized to help readers be better prepared for learning about the challenges in assessing clients across the lifespan.

The chapters on prevention and treatment (Chapters 10 to 14) include new evidence of the impact of a number of prevention programs, information on the American Psychological Association resolution about the effectiveness of psychotherapy, an expanded listing of evidence-based treatments, details on a range of clinical practice guidelines, and results from a task force on evidence-based psychotherapy relationships.

Chapters 12 and 13 have been revised to provide updated information on evidence-based treatments and the results of treatment efficacy and effectiveness research for clients across the lifespan. In Chapter 15, we have expanded information on the management of both chronic pain and insomnia, added information on the use of neuropsychological assessment to evaluate the capacity of older adults to live independently and manage their lives, and updated details on forensic risk assessment tools and challenges in their interpretation.

Overall, 7 new Viewpoint Boxes and 11 new Profile Boxes have been added. We have also increased the use of clinical case material to illustrate important points discussed in the text, and focused increased attention on diversity issues. Furthermore, to improve the readability and comprehensibility of the material, we have enhanced the cross-referencing across chapters.

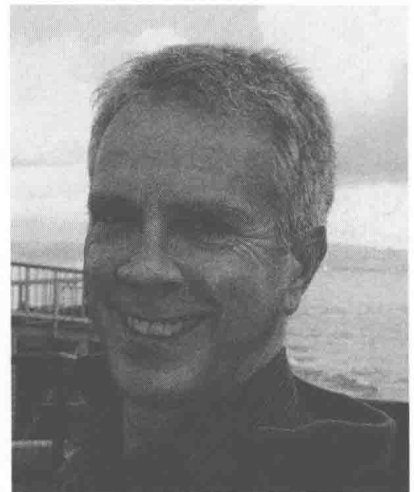
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About the Authors

John Hunsley received a Ph.D. from the University of Waterloo in 1985. He is a full professor in the clinical psychology program at the University of Ottawa and is the director of the program. Dr. Hunsley teaches graduate courses in clinical research methods and psychological assessment. Dr. Hunsley's research interests focus on evidence-based psychological practice, the delivery of psychological services, and the scientific basis of psychological assessment. He has authored over 110 articles, chapters, and books on these topics. Dr. Hunsley is a Fellow of the Association of State and Provincial Psychology Boards, the Canadian Psychological Association (CPA), and the CPA Clinical Psychology Section. He has received the CPA Award for Distinguished Contributions to Education and Training in Psychology. From 2007 to 2011, he served as the editor of *Canadian Psychology*. He has also served on the editorial board of *Assessment*, *Journal of Personality Assessment*, *Professional Psychology: Research and Practice*, and *Scientific Review of Mental Health Practice*.



Catherine M. Lee earned a Ph.D. from the University of Western Ontario in 1988. She is a full professor of psychology at the University of Ottawa. Dr. Lee teaches graduate courses in evidence-based services for children and families and an undergraduate course in Clinical Psychology, as well as supervising practicum students and interns at the Centre for Psychological Services and Research. Her research interests focus on the provision of evidence-based services to promote positive parenting. She has authored over 70 articles, chapters, and books on this and related topics. Dr. Lee is a Fellow of the Canadian Psychological Association (CPA) and the CPA Clinical Psychology Section. Dr. Lee is an ad hoc reviewer for many granting agencies and scholarly journals and she serves on the editorial boards of *Clinical Child and Family Psychology Review* and *Cognitive and Behavioral Practice*. She is the former chair of the Clinical Psychology Section of the CPA and was president of the CPA in 2008–2009.



