



Clinical Psychology

Science, Practice, and Culture

Andrew M. Pomerantz

4
EDITION



Clinical Psychology

Fourth Edition

I dedicate this book to my children, Benjamin and Daniel. I love you and I'm proud of you every day!

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Fourth Edition

Andrew M. Pomerantz

Southern Illinois University Edwardsville



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Preface

Clinical psychology is an increasingly expansive field. This book effectively introduces its students to the vast range of issues it encompasses. My rationale for creating this textbook was multifaceted:

- *To provide a balanced approach to clinical psychology.* There is no shortage of healthy debates within clinical psychology, and I believe that the ideal way to introduce students to the spectrum of opinions represented by clinical psychologists is to maximize the even-handedness of the text.
- *To promote cultural competence.* Clinical psychologists must appreciate cultural factors in all their professional activities, and as students familiarize themselves with the field, cultural sensitivity should be woven into their lessons.
- *To offer many illustrative examples,* including clinical applications for clinically relevant topics.
- *To write in a professional yet clear and accessible style and include up-to-date information on all topics.* Also, the text covers a distinctly broad range of topics while maintaining an adequate degree of depth.

Previous editions of this text were enthusiastically received by both instructors and students. We were pleased to learn that they found numerous components of the book—its emphasis on issues of culture, its unique pedagogical features, its scholarly yet readable style, its many clinical examples, its balanced approach, and its ancillary package, among others—beneficial to student learning.

What's the Same in the Fourth Edition

This edition retains all the strengths of the previous edition of the book:

- *Considering Culture* boxes appear in almost every chapter. These boxes highlight multicultural aspects of the various topics covered throughout the book. Along with the discussions of culture integrated throughout the text, these boxes encourage the student to appreciate culturally relevant issues surrounding research, psychotherapy, assessment, and other topics.

- [Chapter 4](#) (Cultural Issues in Clinical Psychology) is entirely devoted to topics related to multiculturalism.
- Interviews with nine renowned experts in multicultural clinical work appear in [Chapter 4](#) and on the companion website. These experts—Melba Vasquez, Frederick Leong, Robert Williams, Monica McGoldrick, Joseph Trimble, Nadya Faoud, Kathleen Bieschke, Karen Haboush, and Lewis Schlosser—each discuss cultural competence with a specific cultural group based on ethnicity, religion, gender, or sexual orientation.
- *Metaphorically Speaking* boxes appear in almost every chapter. These boxes use metaphors to teach students about novel concepts by drawing parallels to concepts with which they are already familiar.
- *Denise in _____ Psychotherapy* boxes appear in all the chapters relevant to psychotherapy. “Denise” is a fictional therapy client created exclusively for this textbook. She is introduced at the end of [Chapter 11](#), and the *Denise* boxes that appear at the end of each of the subsequent chapters illustrate how she would be treated according to psychodynamic, humanistic, behavioral, cognitive, and group approaches.
- [Chapter 3](#) (Current Controversies in Clinical Psychology) is devoted entirely to contemporary issues such as prescription privileges, evidence-based practice, and technological advances.
- [Chapter 5](#) (Ethical Issues in Clinical Psychology) is devoted entirely to ethical issues in clinical psychology.
- [Chapters 12](#) through [16](#) are each devoted entirely to a particular approach or modality of psychotherapy (i.e., psychodynamic, humanistic, behavioral, cognitive/mindfulness-based, and group/family), and each contains coverage of the most current versions of these therapies.
- Icons (three to five per chapter) in the margin refer students to web-based resources (e.g., videos, websites, articles), accessible through the student study site, that have been carefully selected to enhance learning of key concepts.
- Detailed descriptions of what changed in *DSM-5*, including
 - new features (e.g., Arabic rather than Roman numeral system to facilitate the transition to a “living document”),
 - new disorders (e.g., disruptive mood dysregulation disorder, mild neurocognitive disorder, binge eating disorder),
 - adjusted criteria for existing disorders (e.g., autism spectrum disorder encompassing autism and Asperger’s disorder, revision of the bereavement exclusion criteria for major depressive

- episodes, more inclusive criteria for bulimia nervosa and attention-deficit/hyperactivity disorder).
- Coverage of what didn't change in *DSM-5* (changes that were considered but rejected).
- Coverage of how *DSM-5* was made, including
 - steps in the revision process,
 - controversies that arose during the process,
 - criticisms by prominent authors about the process,
 - forces that may have influenced the process.
- Possible consequences of *DSM-5*, including
 - continued broadening of the scope of mental illness,
 - treatment issues (e.g., insurance coverage, psychotherapy, drug treatment),
 - other implications (e.g., legal issues, disability claims).

What's New in the Fourth Edition

This edition includes numerous important enhancements and updates:

- More than 400 new references, including more than 300 published between 2014 and 2016, ensuring extremely current coverage across all chapters.
- *In My Practice* text boxes in most chapters (including all chapters focusing on individual psychotherapy, as well as the chapters focusing on interviewing, diagnosis, ethics, group and family therapy, clinical child psychology, and cultural issues), in which the author shares cases and stories directly from his own clinical psychology practice to illustrate key concepts. These text boxes are accompanied by whiteboard videos, which bring the cases and stories to life for students. In all of the *In My Practice* text boxes and accompanying whiteboard videos, information that might identify the client has been disguised, altered, or omitted to protect client confidentiality.
- *Key Journals* sections in the end-of-chapter material for every chapter, which list important journals to which students can turn for more information on chapter-related topics.
- In [Chapter 1](#) (Clinical Psychology: Definition and Training), expanded coverage of professional counselors (in contrast to clinical psychologists) and updated information on applying to graduate school.
- In [Chapter 3](#) (Current Controversies in Clinical Psychology),

expanded coverage of technology in clinical psychology, including videoconference therapies, Internet-delivered therapies, and more; inclusion of American Psychological Association (APA) division websites that provide information on evidence-based treatments for adults and children; and brief coverage of discredited therapies.

- In [Chapter 5](#) (Ethical Issues in Clinical Psychology), brief coverage of sexual feelings in therapy (as they relate to multiple relationships) and the disclosure of APA's involvement with the U.S. Department of Defense in interrogation of detainees of the war on terror.
- In [Chapter 6](#) (Conducting Research in Clinical Psychology), expanded coverage of the new of technology in research, including MTurk data collection, smartphone-based experience sampling, apps, and texting; coverage of randomized clinical trials; and expanded coverage of control groups in psychotherapy outcome studies.
- In [Chapter 7](#) (Diagnosis and Classification Issues: *DSM-5* and More), additional details about organizational changes in *DSM-5*.
- In [Chapter 8](#) (The Clinical Interview), coverage of research on the impact of note taking on interviews.
- In [Chapter 9](#) (Intellectual and Neuropsychological Assessment), updated information on new editions of tests, including coverage of the factors structure of the most recent editions of the Wechsler tests.
- In [Chapter 10](#) (Personality Assessment and Behavioral Assessment), updated information on new editions of tests and coverage of very recent research and a new scoring system for the Rorschach.
- In [Chapter 11](#) (General Issues in Psychotherapy), expanded coverage of the gap between what researchers have learned and what practitioners are doing, along with dissemination efforts to bridge that gap; coverage of Barlow's unified protocol for transdiagnostic treatment of emotional disorders; updated information about the rise in popularity of the cognitive-behavioral orientation; and updated research on predictions for the future of therapy.
- In [Chapter 12](#) (Psychodynamic Psychotherapy), expanded coverage of interpersonal therapy to include interpersonal and social rhythm therapy, additional data on the allegiance effect in psychotherapy outcome research, and updates on outcome data.
- In [Chapter 13](#) (Humanistic Psychotherapy), coverage of emotionally focused therapy, expanded coverage of Motivational Interviewing as a complement to other forms of therapy, and updates on outcome data.
- In [Chapter 14](#) (Behavior Therapy), expanded coverage of varieties of exposure, including interoceptive and written exposure, and updates

- on outcome data.
- In [Chapter 15](#) (Cognitive Psychotherapy and Mindfulness-Based Therapies), coverage of schema therapy and updates on outcome data.
 - In [Chapter 16](#) (Group and Family Therapy), coverage of multisystemic family therapy, empirical data on social microcosm, and updates on outcome data.
 - In [Chapter 17](#) (Clinical Child and Adolescent Psychology), coverage of social skills training and applied behavior analysis, expanded coverage of the impact of family variables on resilience/vulnerability, and coverage of implicit theories (entity theory and incremental theory) as related to psychopathology in children.
 - In [Chapter 19](#) (Forensic Psychology), coverage of malingering and expanded coverage of not-guilty-by-reason-of-insanity evaluations and expert witness activities.

A Chapter-by-Chapter Overview

The textbook begins with a definition of clinical psychology, a consideration of how clinical psychologists are trained, and a survey of the professional activities and settings of clinical psychologists ([Chapter 1](#)). [Chapter 2](#) considers the rich history of clinical psychology, and [Chapter 3](#) highlights the current controversies that characterize the field. [Chapter 4](#) discusses the cultural issues relevant to clinical psychology. [Chapter 5](#) offers detailed analysis of some of the most important ethical issues for clinical psychologists, including confidentiality and multiple relationships, among others. [Chapter 6](#) focuses on research and describes both “how” and “why” clinical psychologists conduct it.

[Chapter 7](#) marks the beginning of the Assessment section of the textbook, and it focuses on issues of diagnosis and classification of disorders, with special attention paid to the recent publication of *DSM-5*. [Chapter 8](#) spotlights the clinical interview. [Chapter 9](#) outlines intellectual and neuropsychological assessment, while [Chapter 10](#) focuses on personality and behavioral assessment.

The section on psychotherapy begins with [Chapter 11](#), which provides an overview of general psychotherapy issues such as efficacy, effectiveness, and the commonality of various psychotherapy approaches. [Chapters 12](#) through [15](#) each focus on a single approach to individual psychotherapy: psychodynamic ([Chapter 12](#)), humanistic ([Chapter 13](#)), behavioral

([Chapter 14](#)), and cognitive/mindfulness-based ([Chapter 15](#)). [Chapter 16](#) is separated into two parts, one covering group therapy and the other family therapy.

Special topics are featured in the last three chapters. [Chapter 17](#) discusses clinical child and adolescent psychology, including assessment and psychotherapy topics. The final two chapters cover growing specialty areas among clinical psychologists: health psychology ([Chapter 18](#)) and forensic psychology ([Chapter 19](#)).

Supplements for Students and Instructors

Student Study Site: edge.sagepub/pomerantz4e

This open-access student study site provides a variety of additional resources to build on students' understanding of the book content and extend their learning beyond the classroom. Students will have access to the following resources:

- Each chapter in the text is accompanied by **self-quizzes**, which include 10–15 true/false and multiple-choice questions for students to independently assess their progress in learning course material.
- **eFlashcards** reinforce student understanding and learning of key terms and concepts that are outlined in the book.
- Fictional vignettes in the form of **sample case studies** allow students the opportunity to apply therapeutic principles introduced in key chapters.
- **Culture expert interviews** with renowned experts in multicultural issues discuss psychotherapy, assessment, and training regarding specific cultural groups, including some based on ethnicity, religion, gender, and sexual orientation.
- **SAGE journal articles** provide access to recent, relevant full-text articles from SAGE's leading research journals. Each article includes discussion questions to focus and guide student interpretation.
- Carefully selected **web resources** feature relevant content for use in independent and classroom-based exploration of key topics.
- **Mock assessment data** provide realistic assessment profiles to invite in-depth consideration of fictional clients.

Instructor Teaching Site: edge.sagepub/pomerantz4e

A password-protected instructor teaching site offers the following resources for each chapter:

- An updated **test bank** available in Microsoft Word offers a diverse set of test questions and answers to aid instructors in assessing students' progress and understanding.
- **PowerPoint presentations** designed to assist with lecture and review highlight essential content, features, and artwork from the book.
- Classroom activities and discussion questions are provided to reinforce active learning.

Margin Icons

Icons appearing in the margin of the text will direct you to corresponding links on the open-access study site. These additional media include video, audio, and web links that elaborate on key concepts within the chapter.

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