

**University of Florida**  
**College of Public Health & Health Professions**  
**Department of Clinical & Health Psychology Syllabus**  
**Course Title: Introduction to Clinical Psychology: Professional Issues and Ethics**  
**CLP 7934, Section 06dG**  
Fall Semester, 2016  
Delivery Format: On-Campus

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Instructor Name: Russell M. Bauer, Ph.D., ABPP  
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Office Hours: by appointment  
Preferred Course Communications: e-mail, in person

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**Prerequisites:** Admission to Doctoral Program in Clinical Psychology. This course is required for all first-year students.

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## **PURPOSE AND OUTCOME**

**Course Overview, Objectives, and Goals:** This course is designed to provide an initial educational experience that introduces the student to the profession of clinical psychology. Course topics assure that the student understands critical issues in the professional activities of clinical psychologists, ethical standards, legal issues, issues related to clinical service delivery and to supervision, professional social responsibility, and issues of diversity in clinical psychology. The course is also intended to assist first year students as they begin to assume a more active role in shaping the profession of psychology in their research, clinical, and professional activities and to integrate their professional contributions with other important life activities.

**Relation to Program Outcomes:** This course provides foundational information about the profession of clinical psychology, training models, ethical, legal, and professional issues, multicultural factors, and supervision and consultation. It also serves as a means for socializing the first year class into the program. Students will be expected to show competence in foundational material, in understanding and implementing ethical and legal principles, in showing and demonstrating multicultural awareness in all of their professional activities, and in supervision and consultation.

**Instructional Methods:** Lecture and discussion. The course is designed in seminar format. The instructor will present information, focus topics for discussion, and provide suggestions for further reflective study. Students are expected to participate actively in the course topics and discussions.

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## **DESCRIPTION OF COURSE CONTENT**

### **Topical Outline/Course Schedule**

**August 26: No Class – Bauer at McKnight Memory Meeting**

**September 2: On Becoming a Clinical Psychologist: Common milestones, multiple outcomes.**

This initial session will focus on what aspiring to be a “professional” in the area of clinical psychology involves. We will discuss the defining characteristics of “professionalism”, characteristics of professionals who have

been socialized into the science and profession of clinical psychology, the common milestones on the paths to the development of diverse careers, and the importance of self-care.

Grus, C. L., & Kaslow, N. J. (2014). Professionalism: Professional Attitudes and Values in Psychology. In Johnson, W. B. & Kaslow, N. J. Eds. *The Oxford Handbook of Education and Training in Professional Psychology*, (pp. 491-509), New York: Oxford University Press.

Callahan, J. L., Hogan, L. R., Klonoff, E. A. & Collins, F. L. (2014). Predicting Match Outcomes: Science, Practice, and Personality. *Training and Education in Professional Psychology*, 8, 68-82.

McCutcheon, S. R. (2011). The internship crisis: An uncommon urgency to build a common solution. *Training and Education in Professional Psychology*, 5, 144-148.

Herman, M., & Sharer, N. (2013). Trying to summarize state licensure laws for psychologists: Burial by grains of salt. *Training and Education in Professional Psychology*, 7, 123-133.

Robiner, W. N., Dixon, K.E., Miner, J. L., & Hong, B. A. (2012). Board certification in psychology: Insights from medicine and hospital psychology. *Journal of Clinical Psychology in Medical Settings*, 19, 30-40.

### **September 9: Careers in Clinical Psychology.**

This class session is spent discussing various career options and outcomes of training in clinical psychology, including a discussion of critical experiences and characteristics of students that led to their choice of career.

Norcross, J. C., & Karpiak, C. P. (2012). Clinical psychologists in the 2010s: 50 years of the APA Division of Clinical Psychology. *Clinical Psychology: Science and Practice*, 19, 1-12.

Calhoun, K. & Craighead, E. (2006). Clinical psychology in academic departments. *Clinical Psychology Science and Practice*, 13, 278-281.

Abromowitz, J. & Piacentini, J. (2006) Clinical psychologists in departments of psychiatry: Current Issues and a look to the future (2006). *Clinical Psychology Science and Practice*, 13, 282-286.

Comas-Diaz, L. (2006). The present and future of clinical psychology in private practice. *Clinical Psychology Science and Practice*, 13, 273-277.

McDaniel, S. H. & deGruy, F. V. (2014). An Introduction to Primary Care and Psychology. *American Psychologist*, 69, 325-331.

### **September 16: Training Models in Clinical Psychology.**

This session familiarizes students with the various conceptual models that programs use to train clinical psychologists in the 21<sup>st</sup> century. How do educators conceptualize and measure the goals and outcomes of clinical training?

Bell, D. J. & Hausman, E. M. (2014). Training Models in Professional Psychology Doctoral Programs. In Johnson, W. B. & Kaslow, N. J. Eds. *The Oxford Handbook of Education and Training in Professional Psychology*, (pp. 33-51), New York: Oxford University Press.

Rozensky, R. H. (2014). Employment Trends for early Career Psychologists: Implications for Education and Training Programs in Professional Psychology and for Those Who Wish to Become Successful Early Career Psychologists. In Johnson, W. B. & Kaslow, N. J. Eds. *The Oxford*

*Handbook of Education and Training in Professional Psychology*, (pp. 548-565), New York: Oxford University Press.

Rozensky, R. H. (2014). Implications of the Affordable Care Act for Education and Training in Professional Psychology. *Training and Education in Professional Psychology*, 8, 83-94.

Hatcher, R. L., Fouad, N. A., Campbell, L. F., McCutcheon, S. R., Grus, C. L., & Leahy, K. L. (2013). Competency-Based Education for Professional Psychology: Moving From Concept to Practice. *Training and Education in Professional Psychology*, 7, 225-234.

Rodolfa, E., Bent, R., Eisman, E., Nelson, P., Rehm, L. & Ritchie, P. (2005). A Cube Model for Competency Development: Implications for Psychology Educators and Regulators. *Professional Psychology: Research and Practice*, 36, 347-354.

### **September 23: Ethical Principles I**

This session, and the one that follows, addresses the APA code of conduct and ethics that must guide all activity within professional psychology. Students will develop both knowledge of the ethical code and an appreciation of how to apply it to case scenarios.

American Psychological Association (2002). Ethical Principles of Psychologists and Code of Conduct. *American Psychologist*, 57, 1060-1073. (This is reproduced in your student handbook...please bring to class for reference).

American Psychological Association (2010). 2010 Amendments to the 2002 "Ethical Principles of Psychologists and Code of conduct". *American Psychologist*, 65, 493.

Koocher, G. P., & Keith-Spiegel, P. (2008). On being ethical. *Ethics in Psychology and the Mental Health Professions*. New York: Oxford University Press, pp. 3-19.

### **September 30: Ethical Principles II**

Consideration of ethics vignettes and continued discussion of ethical principles in clinical practice, research and teaching. Impress your classmates with your solutions to ethical dilemmas!

### **October 7: Legal Issues I**

Psychological practice takes place within a legal environment, and it is often the case that ethical, professional and legal issues conflict. These issues, and the ways that psychologists address them, are discussed in this and the next session.

Borum, R. & Reddy, M. (2001). Assessing violence risk in Tarasoff situations: A fact-based model of inquiry. *Behavioral Sciences and the Law*, 19, 375-385.

Walcott, D.M., Cerundolo, P., & Beck, J.C., (2001). Current analysis of the Tarasoff duty: an evolution towards the limitation of the duty to protect. *Behavioral Sciences and the Law*, 19, 325-343.

Florida Statutes, Chapter 490: Psychological Services Act. This is reproduced in its entirety in the readings folder.

Florida Statutes, Chapter 394: Mental Health Services Act: this is reproduced in its entirety in the readings folder.

**October 14: No Class – Homecoming****October 21: Legal Issues II: Case vignettes, discussion on appropriate action**

American Psychological Association Practice Organization (2010). Telehealth: Legal basics for psychologists. *Good Practice*. Summer 2010, 1-7.

American Psychological Association Practice Organization (2013). Reporting child abuse and neglect. *Good Practice*. Summer 2013, 2-5.

**October 28: Supervision and Consultation I**

The development of skills, competencies, and capabilities by students in training in clinical psychology programs depends on the program's ability to provide them with access to competence and thoughtful supervision of research, clinical, and professional development activities. This section of the course reviews extant models and concepts of supervision and it intended to provide the student with tools to be a competence consumer of supervision at all levels of the program.

Falender, C. A. & Shafranske, E. P. (2004). *Clinical Supervision: A Competency – Based Approach*. Washington, DC: American Psychological Association, Chapter 1, "The Practice of Clinical Supervision".

Crook, R. E., & Potkar, K. A. (2010). The supervisory relationship. In N. Ladany & L. J. Bradley (Eds.), *Counselor Supervision* (pp. 15-52). New York: routledge.

Markin, R. A. (2010). Supervision of assessment. In N. Ladany & L. J. Bradley (Eds), *Counselor Supervision* (pp. 309-333). New York: Routledge.

**November 4: Supervision and Consultation II**

We will continue to discussion of supervision and consultation models.

**November 18: Diversity and Multicultural Competence I: Guest Presenter TBA**

The workforce in clinical psychology is not nearly as diverse as the clients we serve. For this reason, psychologists need training and experience in issues that relate to the provision of psychological services to patients from diverse cultures and backgrounds. This knowledge and expertise is built upon didactic knowledge, experience, and personal exploration. The two sessions devoted to this topic lay the groundwork for the development of multicultural competency, with the knowledge that attainment of such competencies is an ongoing process that continues through a process of lifelong learning on the part of the every professional psychologist.

Hall, G.C.N. (2006). Diversity in Clinical Psychology. *Clinical Psychology Science and Practice*, 13, 258-262.

American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402.

Hansen, N.D., Pepitone-Arreola-Rockwell, F., & Greene, A. (2000). Multicultural competence: Criteria and case examples. *Professional Psychology: Research and Practice*, 31, 652-660.

**November 25: No Class, Thanksgiving Holiday**

**December 2: Diversity and Multicultural Competence II**

Ancis, J. R. & Ladany, N. (2010). A multicultural framework for counselor supervision. In N. Ladany & L. J. Bradley (Eds.), *Counselor Supervision* (pp. 53-95). New York: Routledge.

Jones, J. M., Sander, J. B. & Booker, K. W. (2013). Multicultural competency building: Practical solutions for training and evaluating student progress. *Training and Education in Professional Psychology*, 7, 12-22.

**Paper 2 is due in class today!!**

**Course Materials and Technology:** Course materials consist of a series of readings, created in .pdf format. These will be located on the Canvas course site, as will a copy of this syllabus.

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/>

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## ACADEMIC REQUIREMENTS AND GRADING

**Assignments:** During the course, two short papers are required that will assess the student's analysis of specific issues. The course grade is determined by an average of the two reaction papers (each graded on a 10-point scale). Due dates are detailed below. Papers are limited to five, double-spaced pages (12-point font), plus references, written in APA format and should reflect high professional standards of presentation. Borderline grades will be determined by class participation.

**Paper 1:** Present and discuss an ethical dilemma you have experienced/observed in your psychological activities, and how it was resolved OR, discuss limitations and potential problems you see with one or more aspects of the APA ethics code. **Due October 7 in class.**

**Paper 2:** If you were a program director charged with designing a curriculum in diversity education, what didactic, clinical, and research experiences would you employ to insure that your graduates both appreciated and understood diversity issues as they related to clinical practice and/or public policy? **Due December 2 in class.**

## Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Paper 1	October 23	50
Paper 2	December 4	50

Point system used (i.e., how do course points translate into letter grades).

<b>Points earned</b>	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that anything below a B- is not an acceptable grade for graduate students. Students must earn a B- or better to complete this requirement.

Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<b>Grade Points</b>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Exam Policy:** There are no examinations in this course.

**Policy Related to Make up Exams or Other Work:** Any student who anticipates missing a due date should make prior arrangements with Dr. Bauer or provide documentation explaining the situation that led to missing the deadline. For example, acute illness should be documented by a doctor's note.

### Policy Related to Required Class Attendance

Attendance and participation are expected. Students who must miss a class meeting should inform Dr. Bauer beforehand, if at all possible. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

**Expectations Regarding Course Behavior:** You are expected to attend, participate and contribute to the discussion, show respect for others' opinions, and to untether yourself from your phone and interwebs.

**Communication Guidelines:** Students are encouraged to anticipate problems and to discuss them with Dr. Bauer in a timely fashion. Professional communication is expected.

## Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

## Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

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