

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: 2019
Delivery Format: On-Campus

Instructor Name: David M. Janicke, PhD, ABPP
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Office Hours: E-mail instructor to schedule a meeting
Preferred Course Communications: E-mail, office phone, or in person

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

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.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

August 23: Careers in Clinical Psychology.

This initial 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.

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

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.

Robinson, G.F.W.B., Schwartz, L.S., DiMeglio, LA., Ahluwalia, J.S., & Gabrilove, J.L. (2016). Understanding career success and its contributing factors for clinical and translational investigators. *Academic Medicine*, 91, 570-582.

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.

August 30: On Becoming a Clinical Psychologist: Professionalism

This 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.

Elman, N.S., Illfelder-Kaye, J., Robiner, W.N. (2005). Professional development: Training for professionalism as a foundation for competent practice in psychology. *Professional Psychology: Research and Practice*, 36, 367-375.

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.

Lesser, C.S., Lucey, C.R., Egener, B., Braddock, C.H., Linas, S.L. & Levinson, W. (2010). A behavioral and systems view of professionalism. *Journal of the American Medical Association*, 304, 2732-2737.

Tromp, F., Vernooij-Dassen, M., Kramer, A., Grol, R., & Bottema, B. (2010). Behavioural elements of professionalism: Assessment of a fundamental concept in medical care. *Medical Teacher*, 32, e161- e169.

September 6: Training Models in Clinical Psychology

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

Belar, C (2016). Interprofessional Education and Training. *In: APA handbook of clinical psychology: Education and profession.*, Vol. 5. Norcross, John C. (Ed); VandenBos, Gary R. (Ed); Freedheim, Donald K. (Ed); Campbell, Linda F. (Ed); Publisher: American Psychological Association; 2016, pp. 153-160.

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.

Fraser, S. W. & Greenhalgh, T (2001). Coping with complexity: educating for capability. *British Medical Journal*, 323, 799-802

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.

Janicke, DM, Fritz, A, & Rozenky, R (2015). Healthcare Reform & Preparing the Future Clinical Child & Adolescent Psychology Workforce. *Journal of Clinical Child & Adolescent Psychology*.

Spring, B. (2007). Evidence-based practice in clinical psychology: What it is, why it matters, and what you need to know. *Journal of Clinical Psychology*, 63, 611-631.

September 13: 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. (With 2010 and 2016 Amendments)

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 20: 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.

September 27: 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.

October 4: HOMECOMING – NO CLASS

October 11: Legal Issues II: Case vignettes, discussion on appropriate action

Paper 1 is due in class today! **Discuss ethical dilemmas from papers in class

October 18: Cultural Competence & Cultural Humility

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.

Comas-Diaz, L., & Brown, L.S. (2016). Multicultural theories. In J.C. Norcross, G.R. VandenBos, D.K. Freedheim, & B.O. Olatunji (Eds.), *APA Handbook of Clinical Psychology: Theory and Research*, pp. 241-272. Washington DC: American Psychological Association.

American Psychological Association. 2017. Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>.

Green, D., Callands, T.A., Radcliffe, A.M., Luebbe, A.M. & Klonoff, E.A. (2009). Clinical psychology students' perceptions of diversity training: A study of exposure and satisfaction. *Journal of Clinical Psychology*, 65, 1056-1070.

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

October 25: Cultural Intersectionality

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.

Suieras, P., Romano-Betech, V., Vergil-Sagado, A., de Hoyos, A., Quntana-Vargas, S, Ruddick, W., Castro-Santana, A., Islas-Andrade, S., Atamirano-Bustamante, N.F., Altamirano-Bustamante, M.M. (2017). Today's medical staff and the other: Challenges and evolving solutions for enhanced humanization and quality of care. *Plos One*, <https://doi.org/10.1371/journal.pone.0181514> July 31, 2017.

Vidaeff, A.C., Kerrigan, A.J., & Monga, M. (2015). Cross-cultural barriers to health care. *Southern Medical Journal*, 108, 1-4.

November 8: Supervision and Consultation

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.

November 15: Controversies in Clinical Psychology Discussion #1

November 22: Controversies in Clinical Psychology Discussion #2

November 29: HOLIDAY THANKSGIVING - - NO CLASS

Paper 2 is due in Monday, December 2nd!!

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
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/>

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 4th 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 Monday, December 2nd.**

<u>Grading</u>	<u>Due date</u>	<u>Points or % of final grade (% must sum to 100%)</u>
<u>Requirement</u>		
Paper 1	October 4, 2019	45
Paper 2	December 2, 2019	45
Attendance &		
Class Participation	N/A	10

Point system used.

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

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	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. Janicke 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.