

**CLP 6375**  
**Introduction to Clinical Psychology**  
**Russell M. Bauer, Ph.D., ABPP/Cn**  
**G105 HPNP, 8:00-8:50 Fridays**  
**Fall, 2003**

**Course Objectives**

This course is designed to provide an initial educational experience that socializes the student to the science and profession of clinical psychology. Course topics assure that the student understands critical issues in the professional activities of clinical psychologists, standards of ethics, issues related to clinical service delivery, legal issues, supervisory arrangements, 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.

**Course Format**

The course proceeds first in lecture/presentation format, then in discussions of relevant topics as students become more familiar with the knowledge base. The instructor will present information, focus topics for discussion, and provide suggestions for further reflective study. Students, by their nature, are expected to participate actively in the course topics and discussions.

**Grading**

During the course, three “reaction papers” are required that reflect the student’s analysis of specific issues they are asked to confront. The course grade is determined by an average of the three reaction papers (each graded on a 100-point scale). Due dates are detailed below. Papers are limited to five, double-spaced pages (at least 11-point font), plus references, written in APA format.

**Additional Expectations**

Students are expected to attend regularly scheduled departmental Teaching Conferences (Friday, 12:00pm-1:00pm, in the HPNP Building) and to attend laboratory meetings held by faculty with whom they consider working. Additional research meetings, held by the Department’s areas of concentration, are available to students, each providing information about the research and clinical activities available in the department. Students are also expected to attend additional meetings as scheduled by the Program Director. These meetings should be thought of as resources that assist students in orienting themselves to departmental programs. Attendance at these meetings will not be formally considered in determining the course grade, but is advantageous to the student in many ways as they become oriented to the department and to its programs.

## **Course Schedule**

The schedule for topics considered in the course is listed below. A reading packet will be made available to students in the CHP Mail Room in the HPNP Building. Many students may want to copy the article packet for their personal use and they are encouraged to do so but are asked to return the packet in a timely fashion so that other students can have access to it. Students are encouraged to read appropriate materials prior to class in order to benefit maximally from class discussion.

### **August 29: 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.

DeLeon, P.H., Hagglund, K.J., Ragusea, S.A., & Sammons, M.T. (2003). Expanding roles for psychologists in the 21<sup>st</sup> century. In G. Stricker & T. Widiger (Eds.), Handbook of Psychology, Volume 8: Clinical Psychology, pp. 551-568. Hoboken, NJ: John Wiley & Sons.

### **September 5: Theoretical Foundations and Training Models in Clinical Psychology**

Belar, C.D. (1998). Graduate education in clinical psychology: "We're not in Kansas anymore". American Psychologist, 53, 456-464.

Calhoun, K.S., Moras, K., Pilkonis, P.A., & Rehm, L.P. (1998). Empirically supported treatments: Implications for training. Journal of Consulting and Clinical Psychology, 66, 151-162.

Fraser, S.W., & Greenhalgh, T. (2001). Coping with complexity: Educating for capability. British Medical Journal, 323, 799-803.

Hall, J.E. & Hurley, G. (2003). North American perspectives on education, training, licensing, and credentialing. In G. Stricker & T. Widiger (Eds.), Handbook of Psychology, Volume 8: Clinical Psychology, pp. 471-496.

Peterson, D.R., Reid, T.A., & Allen, G.J. (1999). Reflections on Training: Donald Peterson talks with the first PsyD and a PhD classmate. Professional Psychology: Research and Practice, 30, 74-82.

Weiner, I.B. (1991). Theoretical foundations of clinical psychology. In M. Hersen, A.E. Kazdin, and A.S. Bellack (Eds.), The Clinical Psychology Handbook (2<sup>nd</sup> Ed.). New York: Pergamon, pp. 26-44.

## **September 12: Ethical Principles I**

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)

Koocher, G.P. & Keith-Spiegel, P. (1998). On being an ethical psychologist. (Chapter 1 in Koocher, G.P. & Keith-Spiegel, P., Ethics in Psychology: Professional Standards and Cases. New York: Oxford University Press, pp. 3-26.

## **September 19: Ethical Principles II**

Ethics Vignettes and continued discussion of above articles

## **September 26: The Concept of “Practice Standards”**

American Psychological Association, Committee on Professional Standards (1987). General guidelines for providers of psychological services. American Psychologist, 42, 712-723.

## **October 3: Legal Issues**

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

Florida Mental Health Standards (Florida Statutes). You can get the entire statutes online at <http://www.flsenate.gov/statutes/index.cfm>. I will reproduce relevant sections as handouts.

Florida Statutes, Chapter 490: Psychological Services Act. This is reproduced in its entirety in your reading packet.

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.

## **October 10: Legal Issues, Continued**

Case Scenarios, Discussion on appropriate action

Tranel, D. (1994). The release of psychological data to nonexperts. Ethical and legal considerations. Professional Psychology: Research and Practice, 25, 33-38.

## **October 17: Specialties and Proficiencies in Clinical Psychology**

Read material on APA website pertaining to specialties and proficiencies. The homepage for the Commission on the Recognition of Specialties and Proficiencies in Professional

Psychology (CRSPPP) is located at <http://www.apa.org/crsppp/homepage.html>. This material is not reproduced in your reading packet.

**October 24: No Class – Bauer at ABPP Exam**

**October 31: Supervision and Training in Practice**

Finkelstein, H., & Tuckman, A. (1997). Supervision of psychological assessment: A developmental model. Professional Psychology: Research and Practice, 28, 92-95.

Harrar, W.R., VendeCreek, L, & Knapp, S. (1990). Ethical and legal aspects of clinical supervision. Professional Psychology: Research and Practice, 21, 37-41.

Robiner, W.N. & Schofield, W. (1990). References on supervision in clinical and counseling psychology. Professional Psychology: Research and Practice, 21, 297-312.

**November 7: No Class (Homecoming)**

**November 14: Supervision and Training, Continued**

**November 21: Diversity and Multicultural Competence**

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

APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations (1990).

APA Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients (2000).

Cardemil, E.V. & Battle, C.L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy Professional Psychology: Research and Practice, 34, 278-286.

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

Sue, D.W., Bingham, R.P., Porsche-Burke, L., & Vasquez, M. (1999). The diversification of psychology: A multicultural revolution. American Psychologist, 54, 1061-1069.

**November 28: No Class, Thanksgiving**

**December 5: Issues of Diversity, Continued**

**Reaction Papers**

**Paper 1:** 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 the new APA ethics code. **This paper is due September 26 in class.**

**Paper 2:** Discuss your thoughts about conflicts you might encounter between legal prologemena (e.g., a plaintiff's right to discovery) and ethical constraints you encounter as a psychologist (e.g., the need to protect tests and other psychological procedures from public domain release). When legal standards and ethical guidelines collide, which wins out? Why? **This paper is due October 17 in class.**

**Paper 3:** 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?. **This paper is due December 5 in class.**