

PSY 657: Introduction to Clinical Methods, Ethics, and Professional Issues
Spring, 2017
Tuesday & Thursday 12:30-1:45
PSC Conference Room (201)

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Course Description & Objectives:

The ultimate goal of this course is to provide you with the foundation to begin seeing clients in the psychology clinic. *I can tell you upfront that it's not possible to completely prepare you in advance to be a competent therapist* (that would be like learning to swim without ever getting in the water). However, this course should give you some basic tools with which to get started, help you recognize the areas in which you most need to concentrate, and allay your anxiety about the process of becoming a therapist. You will also begin to learn how to use supervision effectively, including asking the right questions and becoming comfortable with showing your supervisor your mistakes and difficulties as well as your competence and strengths. To accomplish these goals, we'll do three primary activities: learn it, see it, and do it.

1. Learn it: We will cover the reading and content that you need to learn to be an ethical, legally-compliant, and competent therapist. We will begin with the APA ethics guidelines and relevant sections of the Florida statutes and national laws (e.g. HIPPA) with special emphasis on how they relate to us as therapists. Second, to help you with "non-specifics" (e.g., reflections, asking questions), we will read and discuss Motivational Interviewing.
2. See it: Additionally, you will have multiple opportunities to view therapy. Because previous years have asked for more opportunities to view experts doing therapy, we will watch a 6-session course of CBT during the beginning of the semester. Additionally, to help you prepare for your mock therapy client, we will watch brief video examples of experts using selected techniques.
3. Do it: Finally, in the last 1/3 of class, you will have a chance to apply what you've learned so far with a "mock" client (typically an advanced psychology undergraduate student). You must videotape all these sessions and write a progress AND process note for each session. You will also need to watch the tape and select a portion of it to watch in supervision. After all of this, you will meet with myself, the TA, or a Clinic Associate for 1+ hours to review portions of the videotape and discuss how it went. You will see the same "mock" client every week but I will rotate through as supervisor so I have a chance to meet with each of you individually. Your major assignment for this portion of class will be to write an intake report (3-4 pages) for the intake you conduct with your mock client. Because the mock therapy experience will be time intensive (session + reviewing tape + supervision), **WE WILL NOT MEET FOR CLASS ON THURSDAY DURING YOUR MOCK THERAPY EXPERIENCE.**

Readings / resources for the course:

Given the applied and practical nature of this class, I've tried to keep the reading to a minimum in the hopes that you'll actually read it! Readings will be due no more than once a week (typically on Tuesday). All of the article readings for the course will be posted to Blackboard.

Course Grading:

This is a pass-fail course – I want you to feel free to try something new (with inevitable failures along the way) without worrying about your grade. To pass the class, you must complete each of the following assignments in a satisfactory and timely manner. Even though you won't be receiving a grade, I will give you informal feedback on each written assignment.

CLASS PARTICIPATION

This class works far better as a discussion than as a lecture. So please keep up with the readings and offer your two cents!

PROGRESS/PROCESS NOTES

After each of the therapy sessions you observe or conduct, you will be responsible for writing TWO notes. The first note (Progress Note) will follow the typical format for a therapy note used in the PSC (guidelines will be provided). In the second note (Process Note), I'd like you to write down your reactions to your meeting. How did it feel to you to be in the therapist role? What do you think went well/poorly? The main purpose of this note is to allow me to provide feedback to you when I'm not your supervisor for that week.

Each of the notes should be about ½ a page single spaced. Please e-mail them to me the night before class so that I can comment on them and get them back to you before class. That will allow for discussion of any specific issues common to multiple students in class.

INTAKE REPORT

You will be responsible for preparing an intake report (following clinic guidelines) for the intake you conduct with your "mock" client. This report will be approximately 3-4 single-spaced pages (specific guidelines and examples will be provided).

Academic Honesty:

Students are expected to follow the Honor Code of the University of Miami. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Such offenses include plagiarism, submitting false or fraudulent assignments or credentials, any academic work for which credit has previously been obtained or is being sought in another course in the university or elsewhere. In writing scholarly papers, you must avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. The penalties for a student guilty of a scholastic offense may include any of the following: refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Americans with Disabilities Act (ADA):

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Office of Disability Services helps students with disabilities receive appropriate accommodations from the university and their professors. Office of Disabilities is located in the Academic Resource Center in Whitten University Center N201. ODS staff can be reached at 284-2374 (Voice), 284-3401 (TDD) or 284-1999 (Fax). Office hours are 8:30 am to 5:00 pm, Monday through Friday. Individuals may email the office staff at disabilityservices@miami.edu.

Schedule of Course Topics:

On the following pages are **my best guess** as to when we'll be covering topics in this class. However, given that we're attempting a lot of interfacing with the clinic and your EBT class, we'll need to be flexible with how this plays out.

Date	Topic	Reading Due BEFORE class	Assignment Due
01/17	Me – a therapist?!?	None	
01/19	Ethics – Overview, Competence, Record Keeping, Assessment, & Therapy	APA ethics code 2002 - Sections 2,6,9,10 Florida laws / regs	
01/24	CBT video #1: Client #1 Intake	None	
01/26	Ethics – Human Relations and Confidentiality (mandatory reporting and legal issues, including children)	APA code Sections 3 & 4 Herbert, 2002 Florida laws	
01/31	CBT video #2: Client #2 Intake	None	
02/2	MI #1 - Why do people change? & Stages of change	Miller & Rollnick 2013 Part 1 (pp 1-36) Prochaska & Norcross, 2001	
02/7	CBT video #3: Client #2 1 st session	None	
02/9	MI #2 – Engaging	MI Part II (pp. 37-90)	
02/14	CBT video #4: Client #2 2 nd & 3 rd sessions	None	
02/16	MI #3 – Focusing	MI Part III (pp. 91-154)	
02/21	MI #4 – Evoking Part 1	MI pp. 155-211	
02/23	MI video: Intake	None	
02/28	MI #5 – Evoking Part 2	MI pp. 212-267	
03/2	Diversity	APA, 2013 Sue, 2006 <i>As resources:</i> APA statement on LGBT clients; Psych treatment of ethnic minorities	
03/7	Clinic Orientation (Dr. McCalla)	None	
03/9	How to conduct an intake	None	

Date	Topic	Reading Due	Assignment Due
SPRING BREAK BEFORE class			
03/21	Conducting intakes - roleplays Handling difficult situations & the “crisis of the week”	None	
03/23	<i>Mock client intake & then meet with your supervisor</i>	<i>None</i>	
03/28	Providing feedback, introducing CBT, presenting treatment plan and thought monitoring	None	Intake Progress / Process note due
03/30	<i>Mock client 1st session & then meet with your supervisor</i>	<i>None</i>	
04/4	Thinking traps & Schemas	None	INTAKE REPORT 1 st session Progress / Process note due
04/6	<i>Mock client 2nd session & then meet with your supervisor</i>	<i>None</i>	
04/11	Behavioral activation and Problem- solving	None	2 nd session Progress / Process note due
04/13	<i>Mock client 3rd session & then meet with your supervisor</i>	<i>None</i>	
04/18	Handling suicidal ideation in the PSC	None	3 rd session Progress / Process note due
04/20	<i>Mock client 4th session & then meet with your supervisor</i>	<i>None</i>	
04/25	NO CLASS – CONFERENCE		
04/27	Relapse prevention & termination	Jakobsons et al., 2007	4 th session Progress / Process note due

Full References:

- American Psychological Association. (2002). Ethical Principles of Psychologists and Code of Conduct.
- Florida State Statutes, 2017. Downloaded from <http://www.leg.state.fl.us/Statutes/>.
- Herbert, P. B. (2002). The duty to warn: A reconsideration and critique. *Journal of the American Academy of Psychiatry and the Law*, 30, 417-424.
- Jakobsons, L. J., Brown, J. S., Gordon, K. H., & Joiner, T. E. (2007). When are clients ready to terminate? *Cognitive and Behavioral Practice*, 14, 218-230.
- Miller, W. R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change*. Guilford Publications: New York.
- Prochaska, J. O. & Norcross, J. C. (2001). Stages of change. *Psychotherapy*, 38, 443-448
- Sue, S. (2006). Cultural competency: From philosophy to research and practice. *Journal of*

Community Psychology, 34, 237-245.