

PSY 657: Introduction to Clinical Methods, Ethics, and Professional Issues
Spring, 2019
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 practice in class as well as read resources on CBT and Motivational Interviewing.
2. See & practice it: We will watch portions of CBT during the beginning of the semester. Additionally, to help you prepare for your mock therapy client, we will practice moment-by-moment decisions about which type of listening skill or intervention is the most appropriate.
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 feedback/comments 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? What questions (if any) do you have for me? 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
1/ 15	Me – a therapist?!?	None	
1/17	Ethics – Overview, Competence, Record Keeping, Assessment, & Therapy	APA ethics code sections 2,6,9,10 Florida laws / regulations	
1/22	Ethics – Human Relations and Confidentiality (mandatory reporting and legal issues, including children)	APA ethics code sections 3 & 4 Herbert - Tarasoff Florida laws	
1/24	Diversity	APA, 2013 Sue, 2006 <i>As resources:</i> APA statement on LGBT clients; Psych treatment of ethnic minorities	
1/29	Questions, paraphrases, reflections, and summaries	Interviewing and Change Strategies for helpers – Chapter 5 (pp 98-120)	
1/31	CBT video #1: Client #1 Intake	None	
2/5	Integrating listening responses	None	
2/7	CBT video #2: Client #2 Intake	None	
2/12	Process comments & self-disclosure	Interviewing and Change Strategies for helpers – pp.139-147	
2/14	CBT video #3: Client #2 1 st session	None	
2/19	Confrontation & interpretation	Interviewing and Change Strategies for helpers – pp.130-134; 147-151	
2/21	Exchanging information	MI book: Chapter 11	
2/26	Stages of change & Ambivalence	Prochaska & Norcross, 2001 MI book: Chapter 12	
2/28	Handling suicidal ideation in the PSC	None	
3/5	Evoking change talk and working with sustain talk	MI book: Chapters 13 & 15	
3/7	How to conduct an intake	None	
3/19	Clinic Orientation & difficult questions	None	
3/21	<i>Mock client intake & then meet with your supervisor</i>	<i>None</i>	
3/26	Providing feedback, introducing CBT, presenting treatment plan and thought monitoring	None	Intake Progress / Process note due

3/28	<i>Mock client 1st session & then meet with your supervisor</i>	None	
4/2	Thinking traps	None	INTAKE REPORT 1 st session Progress / Process note due
4/4	<i>Mock client 2nd session & then meet with your supervisor</i>	None	
4/9	Schemas and downward arrow	None	2 nd session Progress / Process note due
4/11	<i>Mock client 3rd session & then meet with your supervisor</i>	None	
4/16	Behavioral activation	None	3 rd session Progress / Process note due
4/18	<i>Mock client 4th session & then meet with your supervisor</i>	None	
4/23	Relapse prevention & termination	Jakobsons et al., 2007	4 th session Progress / Process note due
4/25	<i>Meet with your supervisor for last session (if haven't already)</i>	None	

Full References:

- American Psychological Association. (2002). *Ethical Principles of Psychologists and Code of Conduct*.
- Cormier, S., Nuris, P. S., & Osborn, C. J. (2009). *Interviewing and Change Strategies for Helpers*. Cengage Learning: New York.
- Florida State Statutes, 2017. Downloaded from <http://www.leg.state.fl.us/Statutes/>.
- 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., & Rolnick, S. (2013). *Motivational Interviewing: Helping People Change*. Guilford Press: London.
- 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.