Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves. Chickering, A & Gamson, Z. F. (March 1987) Seven principles for good practice. AAHE Bulletin 39: 3-7.

What does a clinical psychologist do? Why would someone want to be a clinical psychologist? How does one become a clinical psychologist? What intellectual issues do clinical psychologists construct and face? These 4 questions will structure this course. They are the What, Why, and How of clinical psychology. We'll cover the basics of the field and spend some time looking at the historical and theoretical underpinnings of the field. We'll also look at some controversial issues. At the end of this course, you should know what a clinical psychologist can do, how this differs from other fields within psychology.

There are two assigned books. Additional readings are assigned throughout the semester. You will be responsible for the content in the textbook. However, class topic and material will not always follow the book. You will be expected to complete a quiz for each chapter/paired readings. This will comprise 35% of your grade. 30% based on in-class participation and response papers and 35% for a 7-page term paper on ethics in psychology. The ethics assignment will be due before the Thanksgiving Break. There is no midterm or final exam. Quizzes are take-home and are due as shown on the schedule. Quizzes are available on WebCT. Response papers will largely consist of your personal views as informed by classroom discussion and readings. Where possible, incorporate citations to readings and classroom discussion into your papers. These papers are to be brief – 1 page only (only 1 exception for mock graduate school statement of purpose), and it will be a challenge to write concisely. A great author once said, “If I had had more time, I would have written less.” Response papers should demonstrate that you have completed the assigned readings (where applicable). Deductions will be made for deviations from this format. Although brief, the response papers contribute to your grade, so do them all and do them with care.

For each week’s assigned readings, prepare 3 discussion questions. These questions should be emailed to me and Marissa, before class. Be prepared to ask these questions in class. Marissa will be leading discussions on the Yalom readings. Be prepared to contribute and participate.

The ethics assignment will introduce you, early in your clinical career, to the ethical requirements and dilemmas confronting psychologists. It will also expose you to the opinions of a practicing psychologist, whom you will have to interview to complete the assignment.

I will present themes and topics in class that expand on the material in the textbook. It is my intention that classroom time will be very interactive. I invite your questions and interruptions, as I don’t prefer to stand up and lecture non-stop. I find that a question and answer format is a more interesting way to teach and to learn.

Ethics Paper

For this assignment, you will contemplate ethical dilemmas that psychologists have faced. You must reflect on these dilemmas and relate them to known ethical principles. To complete this assignment you will familiarize yourself with the APA Ethical Principles (available on e-reserve and at http://apa.org/ethics). You should also refer to the state statutes that apply to psychologists in Vermont. To access these resources you can go to the Board of Professional Regulations on the Secretary of State website. Below is the link. Click on “Rules” and “Laws” (for ASPPB Code of Conduct). http://www.vtprofessionals.org/opri/psychologists/ Presented below are 29 ethical dilemmas. The
assignment is to select 7 of these dilemmas and write a 5 to 7 page review. **The dilemmas highlighted in bold text are required.** In addition, to reviewing written resources, discuss your dilemmas with a practicing psychologist (either in the community or in the department; sorry, you'll have to find someone other than me). You should discuss your dilemmas with this psychologist after you have done your reading and research. You will be graded on your citation of the appropriate ethical standards, the integration of the comments from your discussant (which should reflect the thoughtful conversation that you had with him or her), and the depth and thoughtfulness in which you consider each issue. Write your paper in APA style. You do not need a preambles; go directly into discussing the dilemmas. Present the text of each dilemma before discussing it. When citing APA and state statutes, give specific references or quotations. Integrate comments from your resource person that reflect your discussion of the issues. Do not simply state that you talked with so and so. Be careful to distinguish your personal opinion from the ethical guidelines.

**Graduate School Personal Statement**

The purpose of this assignment is to practice writing an actual statement for graduate school. Many of you will be applying to clinical psychology program, and some of you might be applying to medical school, law school, or another discipline. Write for whatever program of study you are likely to pursue. Find an actual program and write the statement according to their specifications. What I think is important is to tell a story that will help the reader to get to know you and why you are interested in psychology. Avoid abstract, vague, philosophical or preachy statements. Be descriptive. If your grades are excellent, emphasize this; if they are not explain this. For clinical psychology Ph.D. programs you typically must have a match between your research interests and the research interest of one or more faculty members. Speak to these interests. If your primary interest is clinical practice, don’t emphasize this in a statement to a clinical Ph.D. program – emphasize your research interests instead.

**Grading Summary:**

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
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<tr>
<td>Ethics Paper</td>
<td>35%</td>
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<td>Quizzes</td>
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Attendance is integral to this course and will be taken at every class. You may have three absences without any questions asked. Unexcused absences beyond these three will be deducted from your grade. For each unexcused absence, a 2-point deduction will be made from your final grade point total, i.e., 5 absences will drop you one full grade. Excused absences include serious medical illness, family emergencies, and so forth. See the University policies below:

*Students are expected to attend all regularly scheduled classes. The instructor has the final authority to excuse absences. It is the responsibility of the instructor to inform students of his or her policy for handling absences and tardiness, and the penalties that may be imposed. Notification should be done both verbally and in writing at the beginning of each semester.*

*It is the responsibility of the student to inform the instructor regarding the reason for absence or tardiness from class, and to discuss these with the instructor in advance whenever possible. The instructor has the right to require documentation in support of the student’s request for an excuse from class. If an out-of-class exam is scheduled which conflicts with a regularly scheduled class, the regularly scheduled class has priority.*

*Religious Holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.*

Participation will be determined by your active engagement with the course material in the form of asking questions, participating in dialogue, and completing homework assignments (i.e., response papers and
discussions). Additional readings may be assigned throughout the semester. You will be responsible for the content in the book. However, class topic and material will not always follow the book.

The UVM Center for Student Affairs and Ethics states that “Offenses against academic integrity are any acts which would have the effect of unfairly promoting or enhancing one’s academic standing within the entire community of learners. Such acts are serious offenses, which insult the integrity of the entire academic community of the University. Any suspected violations of the policy will not be tolerated and all allegations will be forwarded to the Center for Student Ethics & Standards.” Please review the code for academic integrity on their website.

Texts:
- *Introduction to Clinical Psychology: Science, Practice and Ethics*, by Jeffrey E. Hecker and Geoffrey L. Thorpe
- *Momma and the Meaning of Life: Tales of Psychotherapy*, by Irvin D. Yalom

Chapter 1 :: Introduction and Foundations
- **Assigned Reading :: Love’s Executioner by Irvin Yalom**
- **Response Paper :: Does a Psychotherapist Need to Have Psychotherapy?** (due Wednesday 5 September)
- Quiz on Chapter 1 (quizzes are always due Monday before class, with the exception of Labor Day, when it will be due Wednesday before class)
- Monday, 27 August :: Introductions: Who are You and Why are You Here? Who am I and Why am I Here?
- Wednesday, 29 August :: Why Would You Want to Be a Clinical Psychologist? Do Psychotherapists Need Psychotherapy?
- Friday, 31 August :: The Role of the Self in Clinical Work; Discussion of Love’s Executioner.

Chapter 2 :: History and Recent Developments
- **Assigned Reading :: The Spectrum of Development**
- Quiz on Chapter 2
- Monday, 3 September :: **NO CLASS**
- Wednesday, 5 September :: Models of the Mind and Person :: Basic Assumptions and Principles :: The Developmental Hierarchy of Ken Wilber (part 1: Object Relations)
- Friday, 7 2007 :: Models of the Mind and Person: Basic Assumptions and Principles :: The Developmental Hierarchy of Ken Wilber (part 2; Ego Psychology)

Chapter 3 :: Psychological Models in Clinical Psychology
- **Assigned Reading :: The Spectrum of Psychopathology; Treatment Modalities by Ken Wilber; The Pattern That Connects, Chapter 1, A Brief History of Everything. Double Exposure** (In Momma and the Meaning of Life)
- **Response Paper :: Reflections on Your Developmental Stage** (due Monday 17 September)
- Quiz on Chapter 3
- Monday, 10 September :: Models of the Mind and Person :: Basic Assumptions and Principles: The Developmental Hierarchy of Ken Wilber (part 3; Transpersonal Psych.)
- Wednesday, 12 September :: Historical and Clinical Application of the Wilber Model
- Friday, 14 September :: Discussion of Double Exposure

Chapter 4 :: Biological Models in Clinical Psychology
Assigned Reading :: Taking Sides Issue 9 :: Are Prozac and Similar Antidepressants Safe and Effective? Serotonin and Depression: A Disconnect Between Advertisements and the Scientific Literature; Repudiation of the Medical Model, by Thomas Szasz

Response Paper :: Nature versus nurture: Are we Determined by Biology? (due Monday 24 September)

Quiz on Chapter 4

Monday, 17 September :: Blaming the Brain: Chemical Imbalances and the Efficacy of Antidepressant Medications
Wednesday, 19 September :: Blaming the Brain :: Criticisms of Received Psychiatry (promises and pitfalls of biological determinism)
Friday, 21 September :: Celebrating the Brain: Destructive Emotions, Happiness, and Compassion

Chapter 5 :: General Issues in Psychological Assessment

Assigned Reading :: Introduction to the DSM-IV-TR; Taking Sides Issue 1 :: Is the DSM-IV a Useful Classification System?; Taking Sides Issue 2 :: Is there Gender Bias in the DSM-IV?; The Dictionary of Disorder (New Yorker article); Mental Illness is NOT “an illness like any Other” by Albee & Joffe.

Response Paper :: How Would You Like a DSM Diagnosis? (due Monday 1 October)
Quiz on Chapter 5

Monday, 24 September :: What is a Mental Disorder :: The DSM debate (read Taking Sides Issue 1)
Wednesday, 26 September :: DSM Debate Continued (read Taking Sides Issue 2)
Friday, 28 September :: Is Mental Illness an Illness Like any Other?

Chapter 6 :: Clinical Interviewing


Response Paper: Prescription Privileges Pro or Con? (due Monday 8 October)
Quiz on Chapter 6

Monday, 1 October :: Prescription Privileges: Turf Wars in Psychiatry and Psychology
Wednesday, 3 October :: Knowledge Coupling: Implications for Clinical Psychology
Friday, 5 October :: Knowledge Coupling: Implications for Clinical Psychology (cont.)

Chapter 7 :: Intellectual and Education Assessment

Assigned Readings :: The Two Smiles by Irvin Yalom
Response Paper :: What are the limits of assessment: What can we know of a person? (due Monday 15 October)
Quiz on Chapter 7

Monday, 8 October :: Clinical Interviewing and Role-Playing (Part 1)
Wednesday, 10 October :: Clinical Interviewing and Role-Playing (Part 2)
Friday, 12 October :: Psychological Testing and Assessment (part 1)

Chapter 8 :: Personality Assessment

Assigned Reading :: Graduate Study in Psychology: 1971 to 2004
Career page on UVM Psychology Department website:
http://www.uvm.edu/~psych/?Page=careers/careers_grad_school.html

Response paper :: Draft a personal statement for graduate school (due Friday 26 October)
Quiz on Chapter 8

Monday, 15 October :: Psychological Testing and Assessment (part 2)
Wednesday, 17 October :: Psychological Testing and Assessment (part 3)
Friday, 19 October :: Getting into Grad School :: Notes from the Field

Chapter 9 :: Behavioral Assessment

Assigned Reading:: Fierce Attention, Wild Chickens, Petty Tyrants by Arnie Kozak; Mindfulness: What is It? What Does It Matter? By Christopher Germer; Buddhist and Western Psychology: Seeking Common Ground by Fulton & Siegel
Response Paper: What are the potential side effects to the mindfulness-based approach? (due Monday 29 October)
Quiz on Chapter 9

Monday, 22 October :: Mindfulness-Based Psychotherapy (1)
Wednesday, 24 October :: Mindfulness-Based Psychotherapy (2)
Friday, 26 October :: Mindfulness-Based Psychotherapy (3)

Chapter 10 :: Psychotherapy: Research Issues and Efficacy

Assigned Reading :: Problems of Neophyte Group Therapists by Irvin Yalom; Southern Comfort (in Momma and the Meaning of Life); review the video: Understanding group psychotherapy. Volume I, Outpatient group by Irvin Yalom (on reserve at the media library; 111 minutes)
Response Paper :: What Did You Learn About Yourself in the Group? (due Monday 5 November)
Quiz on Chapter 10

Monday, 29 October :: Group Process Experience
Wednesday, 31 October :: Group Process Experience
Friday, 2 November :: Group Process Experience

Chapter 11 :: Psychodynamic Psychotherapy

Monday, 5 November :: TBA, Marissa Couzens
Wednesday, 7 November :: TBA, Marissa Couzens
Friday, 9 November :: TBA, Marissa Couzens

Chapter 12 :: Humanistic, Experiential, and Family Therapies

Assigned Reading : APA Code of Ethics; The Hungarian Cat Curse (in Momma and the Meaning of Life)
Quiz on Chapter 12
ETHICS ASSIGNMENT DUE Monday 12 November

Monday, 12 November :: Ethical Dilemmas in Psychology (part 1)
Wednesday, 14 November :: Ethical Dilemmas in Psychology (part 2)
Friday, 16 November :: Ethical Dilemmas in Psychology (part 3)

Thanksgiving Recess

Monday, 19 November :: NO CLASS
Wednesday, 21 November :: NO CLASS
Friday, 23 November :: NO CLASS

Chapter 13 :: Cognitive-Behavioral Interventions
Chapter 14 :: Clinical Neuropsychology

- Assigned Reading :: Seven Advanced Lessons in the Therapy of Grief; (in Momma)
- **Response Paper :: Who Would You Choose for Psychotherapy?** (due Wednesday 3 December)
- Quiz on Chapters 13 & 14

- Monday, 26 November :: Carl Rogers Video :: Humanistic
- Wednesday, 28 November :: Fritz Pearls Video: Gestalt
- Friday, 30 November :: Albert Ellis Video: Rational Emotive

Chapters 15 :: Clinical Health Psychology
Chapter 16 :: Forensic Psychology

- Quiz on Chapters 15 & 16
- Monday, 3 December: Discussion of Psychotherapy Approaches
- Wednesday, 5 December :: Everything You Wanted to Know About Private Practice (But Were Afraid to Ask)
Ethical Dilemmas

1. You have a first session with a new referral. You feel an immediate attraction that is reciprocated. You propose to the patient to discontinue treatment, and you refer to a colleague. Now that you are no longer in a therapeutic relationship, you begin dating. Is this ethical? Would it make a difference is the patient is the one who proposes to terminate therapy (or terminates with the wish to see you socially). Would it make a difference if the attraction is nonromantic and the relationship will be nonsexual? Is there ever a circumstance where a therapist can have a sexual relationship with a former patient?

2. A new patient reports she had a sexual relationship with a former therapist. The therapist in question has a reputation for being a “player” in his personal life. You decide to make an ethics report without consulting the accused. The patient reports later turns out to be false (as they are in 5% of cases). Discuss.

3. Your patient struggles with self-esteem issues, especially in regard to attractiveness. The patient requests sex with you, his therapist, as a means to develop self-esteem. You agree to a one-time sexual contact. Subsequently, the patient regards this as a pivotal experience, and is now dating successfully on his own.

4. A friend arranges a blind date for you. To your shock and surprise, your date is a former patient (therapy terminated more than 2 years ago). You hit it off and wind up seeing each other (and eventually get married). Discuss if termination only 1 year ago or less. Is this relationship ethical? What if patient is a current patient?

5. You bump into a current (or former) patient at a benefit cocktail party. The patient initiates conversation. While you are talking to the patient, a friend comes over and asks to be introduced to the patient. How do you introduce them to preserve confidentiality? If the friend persists in asking for details, e.g., where do you know each other from, how do you respond?

6. One of your therapy patients is enrolled at the University you teach at part-time. The patient enrolls in one of the courses you are teaching. Does this constitute a dual relationship? Does this size of the class matter?

7. You are a practicing psychotherapist and University instructor. One of your former students has called you seeking therapy. Should you take him or her as a patient. Would it matter if the course was a large lecture hall course versus a small graduate seminar.

8. A longterm patient invites you to an important personal function, such as a graduation or a wedding). Can you attend? What about the reception afterwards? Discuss.

9. You refuse a subpoena for records from a client’s attorney in support of her divorce proceedings. You do this because you feel strongly that the cases notes would severely damage her case. You explain this to your client.

10. You are a forensic expert and routinely give expert testimony in the courtroom. You command impressive fees -- $300 an hour, and you have a reputation for massaging data to best represent your client’s case.

11. You are a junior faculty member in a psychology department with a clinical graduate program. You host a potluck at your home for the clinical grad students the first Friday of each month. After each gathering, you meet with the department chair and report your observations and assessments of the students’ behavior. The students do not know they are being observed.

12. You are the director of training for a clinical psychology graduate program. You discover that 2 of the students in the program appear to have psychiatric problems. One has bipolar disorder that is untreated, the other has borderline personality disorder with active substance abuse. Both students are disruptive and engage with patient contact.
13. Your patient’s insurance benefits ran out. His wife is a local artist, whose work you like. The patient barters artwork for sessions to continue therapy.

14. **You see a couple for marital therapy. However, their insurance does not cover marital therapy. You bill the sessions under an individual psychotherapy code (90806) under the name of one of the couple.**

15. You practice in a small rural community, and belong to a local church. Fellow parishioners come to you because you are one of the few practitioners in the area and because you can understand their beliefs and values. Is this an acceptable dual relationship?

16. A longterm patient, unbeknownst to you, becomes romantically involved with your best friend. Can you continue to treat this patient? Can you continue your friendship? Discuss the implications.

17. You evaluate a patient and give a diagnosis of adjustment disorder with depressed mood. The patient informs you that her insurance policy does not cover this condition. With the patient's consent, you submit the insurance claim with 296.31 major depression, mild, instead.

18. Your patient asks if you like the music of a famous group that is coming to town. You happen to love their music. Your patient will be working on staff for the concert and can get you into the event for free. Can you accept this offer?

19. You are recently divorced or otherwise single. You arrange a date on Match.com, and hit it off immediately. On your third date, you discover that your date is the father of one of your patients. Discuss the implications of this discovery for the therapy and the dating relationship.

20. You make a recommendation for custody in a custody case after evaluating only one of the parents and the child.

21. You overhear a colleague talking about clinical patients at a cocktail party. She does not use names, but provides much sensitive information to the amusement and delight of the other guests. Your colleague appears to be enjoying the limelight. This is not the first time you have seen her do this. Discuss your approach to this situation.

22. The director of a mental health center you work for (he is your direct supervisor and boss) is obviously emotionally disturbed. He splits staff, becomes enraged in meetings, and observes poor boundaries with the center patients. You, and other staff, have talked to him about his behavior but he refuses to get help or to do anything to address the situation. Discuss your obligations and options.

23. A therapist specializing in sexual issues requests that a patient masturbate openly in the session to release sexual inhibitions and shame. Discuss taking into account the emotional ramifications of the masturbation (positive or negative) and the gender and sexual orientations of therapist and patient.

24. A corporation has been citing your research conclusions without considering your stated cautions, qualifications, and so forth. That is, you work is cited out of the context of conflicting research. Your conclusions are uncritically overgeneralized and overstated. You are concerned that you name is being associated with deceit.

25. **Your current patient reveals that he killed a man 12 years ago. What are your obligations to report this crime?**

26. A practitioner in your community charges up to 50% more for his fees than is customary. He does not accept insurance, offer sliding scale fees, nor does he do any pro bono work. He has a waiting list of nearly 3 months. He is conspicuous with his wealth, wearing Italian suits and driving a $100,000 sports car. Is his behavior ethical?
27. You are a therapist in private practice and provide your own 24-hour emergency coverage through an answering service. On occasion, you enjoy some cocktails and wine with dinner. Is it ethical to get intoxicated (i.e., to the point where you cannot legally drive)?

28. You develop a crush on your hair stylist and offer to consult on some problems she is having. Even though you are married, you have taken a particular interest in her welfare, and offer her free treatments, off the clinic books, and even offer to help pay for some expenses she cannot afford.

29. After you move into your new home, you discover that a former patient lives in the neighborhood. This former patient (not seen for over 8 years) sees you at the local golf course and invites you to join his group playing golf. Can you ethically play golf with him? How would the depth, degree, and duration of the therapeutic relationship make a difference?