

PSY 610
1:00-2:50 Wednesdays
295 Straub

Richard Farmer, Ph.D.
3 Credits
Spring, 2008

CLINICAL METHODS AND ETHICS II

Course Objectives:

- (1) To become familiar with ethical principles that guide the practice of psychology, including those that pertain to psychological assessment and test interpretation.
- (2) To become familiar with Oregon legal statutes and codes which govern the practice of psychology.
- (3) To become familiar with and practice semi-structured interviews used in the diagnostic evaluation of children and adults.
- (4) To become familiar with widely used self-report clinical measures and their appropriate uses.
- (5) To introduce basic approaches to clinical assessment and case formulation from cognitive and behavioral therapy perspectives.

Required Readings:

Students are encouraged to read assigned readings before the presentation of corresponding material in lecture. Required readings for this course and their assigned dates are listed on the last three pages of this syllabus. They can be downloaded from the course's website on the University's Blackboard system.

Lectures:

The purpose of the lectures is to clarify and expand upon material covered in the text and readings, as well as to provide relevant supplementary information. Consequently, material will be introduced during the lectures not covered in the text or other readings. Students will be expected to demonstrate mastery of all course material.

Evaluation:

Course evaluation will be determined by class attendance and aggregate performance on a set of activities listed below.

- *Class attendance.* Each class session attended is worth 4 points (40 points total).
- *Ethics vignette.* For this assignment, you are asked to write a summary (no more than 4 pages total) that identifies potential legal and/or ethical concerns associated with a written vignette. The vignette and instructions for this activity will be distributed by April 16, and will be due by the class meeting time on **April 30** (40 points possible).
- *Videotape of two mock diagnostic interviews.* For this assignment, you are asked to provide VHS videotapes that show your administration of two of three major semi-structured diagnostic interviews described during this course (i.e., the SCID-I, SCID-II, or K-SADS). The parameters for these mock interviews will be provided to you by the April 23 class session. Videotapes of both interviews are due by class time on **May 28**, although they may be turned in beforehand (40 points possible for each interview; 80 points total).
- *Case assessment and formulation exercise.* For this activity, you are asked to summarize central features of cognitive and behavioral approaches to client assessment and case formulation. Using a client vignette provided to you by May 21, you will be asked to outline what you would do during initial sessions that would help you identify the client's problem areas and develop a possible plan for addressing these areas during subsequent therapy sessions. Goals of this assignment include demonstrations of how you would (a) *assess and conceptualize* the client's difficulties from cognitive and behavioral therapy frameworks, and (b) *develop a client formulation from these perspectives* that would, in turn, guide your subsequent therapeutic activities. Please limit yourself to 6 pages for this assignment. The use of bullet points or lists to summarize ideas is permissible. This activity is due by 3:00pm on Wednesday, **June 11** (40 points possible).

Grading:

Aggregate scores awarded for all performance indicators described above will be considered in the determination of the course mark as follows:

200 points possible:

79.5-100% = 159-200 points = Pass

Less than 79.5% = less than 159 points = No Pass

Office Hours:

By appointment. E-mail: rfarmer@ori.org; Phone: 484-4421, x2124

Class Schedule and Readings (Tentative)

<u>Week</u>	<u>Topic</u>	<u>Readings (see full reference next page)</u>
1 (April 2)	Oregon Ethics Codes and Legal Statutes	Review APA (2002a); Scan State of Oregon (2005a,b); APA (2002b)
2 (April 9)	Informed Consent, Confidentiality Rights, Multiple Relationships	Fisher (2008); Tribbensee & Claiborn (2003); Schank et al. (2003); Hall et al. (2003)
3 (April 16)	Ethics and Psychological Assessment	Koocher & Keith-Spiegel (1998); AERA, APA, & NCME (1999);
4 (April 23)	SCID-II	First et al (1997a)
5 (April 30)	SCID II, SCID-I	First et al (1997b)
6 (May 7)	SCID I	—
7 (May 14)	K-SADS	Kaufman et al (1997)
8 (May 21)	Popular Self-Report Measures	Brantley et al. (2004); Eaton et al. (2004); Wilson et al. (2004) Derogatis & Fitzpatrick (2004);
9 (May 28)	Popular Self-Report Measures/ Cognitive and Behavioral Assessment, Case Formulation, and Treatment Planning	Ledley et al (2005); Beck (1995)
10 (June 4)	Cognitive and Behavioral Assessment, Case Formulation, and Treatment Planning	Farmer & Chapman (2008)

Important Dates:

April. 1: Last day to drop class without penalty.

April 30: Ethics vignette exercise due.

May 18: Last day to withdraw from class.

May 26: Memorial Day holiday.

May 28: Videotapes of two mock diagnostic interviews due.

June 11: Case assessment and formulation exercise due.

Reading List

American Educational Research Association, American Psychological Association, & National Council of Measurement in Education (1999). *Standards for educational and psychological testing* (pp. 8-17, 25-31, 49-54, 61-62, 73-80, 91-97). Washington, DC: Authors.

American Psychological Association (2002a). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073. [Review]

American Psychological Association (2002b). *Getting ready for HIPAA: What you need to know now. A primer for psychologists*. Retrieved from: www.apapractice.org/apo/hipaa/apapractice.html#

Beck, J.S. (1995). *Cognitive therapy: Basics and beyond* (pp. 13-44). New York: Guilford.

Brantley, P.J., Dutton, G.R., & Wood, K.B. (2004). The Beck Depression Inventory-II (BDI-II) and the Beck Depression Inventory-Primary Care (BDI-PC). In M. E. Maruish (Ed.), *The use of psychological testing for treatment planning and outcomes assessment (3rd ed.): Volume 3. Instruments for adults* (pp. 313-326). Mahwah, NJ: Erlbaum.

Derogatis, L.R., & Fitzpatrick, M. (2004). The SCL-90-R, the Brief Symptom Inventory (BSI), and the BSI-18. In M. E. Maruish (Ed.), *The use of psychological testing for treatment planning and outcomes assessment (3rd ed.): Volume 3. Instruments for adults* (pp. 1-41). Mahwah, NJ: Erlbaum.

Eaton, W.W., Smith, C., Ybarra, M., Muntaner, C., & Tien, A. (2004). Center for Epidemiologic Studies Depression Scale: Review and Revision (CESD and CESD-R). In M. E. Maruish (Ed.), *The use of psychological testing for treatment planning and outcomes assessment (3rd ed.): Volume 3. Instruments for adults* (pp. 363-377). Mahwah, NJ: Erlbaum.

Farmer, R.F., & Chapman, A.L. (2008). *Behavioral interventions in cognitive behavior therapy: Practical guidance for putting theory into action* (pp. 21-103). Washington, DC: American Psychological Association.

First, M.B., Gibbon, M., Spitzer, R.L., Williams, J.B.W., & Benjamin, L.S. (1997a). *User's guide for the Structured Clinical Interview for DSM-IV Axis II Personality Disorders: SCID-II* (pp. 1-35). Washington, DC: American Psychiatric Press.

First, M.B., Spitzer, R.L., Gibbon, M. & Williams, J.B.W. (1997b). *User's guide for the Structured Clinical Interview for DSM-IV Axis I Disorders – Clinician Version: SCID-I* (pp. 1-50). Washington, DC: American Psychiatric Press.

Fisher, M.A. (2008). Protecting confidentiality rights: The need for an ethical practice model. *American Psychologist*, 63, 1-13.

Hall, G.C.N., Iwamasa, G.Y., & Smith, J. (2003). Ethical principles of the psychology profession and ethnic minority issues. In W. O'Donohue & K. Ferguson (Eds.), *Handbook of professional ethics for psychologists: Issues, questions, and controversies* (pp. 301-318). Thousand Oaks, CA: Sage.

Kaufman, J., Birmaher, B., Brent D., Rao, U., Flynn, C., Moreci, P., Williamson, D., & Ryan, N. (1997). Schedule for Affective Disorders and Schizophrenia for School-Age Children-Present and Lifetime version (K-SADS-PL): Initial reliability and validity data. *Journal of the American Academy of Child and Adolescent Psychiatry*, 36, 980-987.

Koocher, G.P., & Keith-Spiegel, P. (1998). *Ethics in psychology: Professional standards and cases* (2nd ed., pp. 145-170). New York: Oxford University Press.

Ledley, D.R., Marx, B.P., & Heimberg, R.G. (2005). *Making cognitive behavioral therapy work: Clinical process for new practitioners* (pp. 36-78). New York: Guilford.

State of Oregon (2005a). *Statutes pertaining to the practice of psychology in the State of Oregon*. Retrieved from: www.das.state.or.us/OBPE/pdfs/otherstats.pdf. [Scan]

State of Oregon (2005b). *Chapter 675 — Psychologists; Occupational Therapists; Clinical Social Workers; Licensed Professional Counselors and Marriage and Family Therapists* (2005 Ed.). Retrieved from: www.leg.state.or.us/ors/675.html. [Scan]

Schank, J., Slater, R., Banerjee-Stevens, & Skovholt, T.M. (2003). Ethics of multiple and overlapping relationships. In W. O'Donohue & K. Ferguson (Eds.), *Handbook of professional ethics for psychologists: Issues, questions, and controversies*. Thousand Oaks, CA: Sage.

Tribbensee, N.E., & Claiborn, C.D. (2003). Confidentiality in psychotherapy and related contexts. In W. O'Donohue & K. Ferguson (Eds.), *Handbook of professional ethics for psychologists: Issues, questions, and controversies* pp. 287-300). Thousand Oaks, CA: Sage.

Wilson, K.A., Chambless, D.L., & de Beurs, E. (2004). Beck Anxiety Inventory. In M. E. Maruish (Ed.), *The use of psychological testing for treatment planning and outcomes assessment (3rd ed.): Volume 3. Instruments for adults* (pp. 399-419). Mahwah, NJ: Erlbaum.