Instructor: Roberto L. Abreu, Ph.D.
Phone: 786-925-8140 (personal cell phone number)
Class Days/Times: Wednesdays, 12:50PM - 3:50PM (via Zoom)
Office Hours: Wednesdays, 10:00AM - 12:00PM
Email: rabreu26@ufl.edu

Required Text and Readings

Pope, K. S., & Vasquez, M. J. T. (2016). *Ethics in psychotherapy and counseling*: *A practical guide.* (5th. Ed.). John Wiley & Sons.

Reader Sections: Weekly reader sections are listed in the course schedule and are available on Canvas

Course Description

This course is designed to introduce doctoral students to ethical issues in the field of Counseling Psychology and other applied psychology related to the practice of the many facets of psychology, ethical guidelines, and trends in the profession. Attention will be given to the most recent ethical codes by the American Psychological Association (APA) and the Ethnic Minority Psychological Associations (EMPAs) ethical codes. Issues within psychology regarding multiculturalism, social justice, and liberation are integrated throughout the course.

Psychologists encounter difficult ethical situations on a regular basis in different areas of their work such as research, activism, and clinical practice. It is important to navigate the often gray and murky ethical waters you will encounter in your career. We will discuss ethical principles, critical theory, and real-life case examples of difficult ethical situations. ***Because the field of psychology was built and continues to be sustained by white supremacy values, this course will problematize and disrupt this historical and current narrative. At its core, this course aims to interrogate how ethics in psychology functions to protect white, cisgender, heterosexual, middle and upper class, English-speaking, mainland American, and Christian colonizers (to name a few).***

Course Objectives

1- Familiarize yourself, critically interrogate, and apply different psychological ethical codes, including APA and the EMPAs.
2- Help facilitate your ability to think critically in navigating ethical dilemmas in order to make ethical decisions from a culturally appropriate, decolonized, and liberatory stance.
3- Help facilitate your critical understanding of the professional literature addressing contemporary legal, ethical, and professional issues in psychology, with an emphasis on issues pertaining to Counseling Psychology.
4- Familiarize yourself and apply Counseling Psychology values to guide ethical decisions.

Collective Knowledge

This course has been built and influenced by different mentors and scholars who teach ethics and related courses at other counseling psychology programs across the US including Drs. Melanie Domenech Rodríguez, James Brooks, and Amanda Lawson-Ross. Their collective knowledge, wisdom, and *consejos* (advice), has helped built and strengthened this course. I also invite students to bring and share their ideas and cultural experiences throughout the semester. It is my hope that we will learn and growth as a collective throughout this course! Please share topics and resources that may expand our discussion in areas you believe our class needs to be strengthened.

Learning Process and Teaching Philosophy

I believe that learning occurs when students are able to make meaningful connections to the material presented. I believe that the meaning-making process occurs through relationships with: 1) the instructor, 2) the course content, 3) peers and 4) self. The assignments, expectations, tasks, and goals of this course are created as a way to facilitate one or more of these relationships. If students are to benefit and learn from this course, then it will take a collaborative effort in which each student and the instructor is fully engaged in a collaborative effort to understand and make relevant the material that is to be learned. This includes challenging each other! While I recognize the power dynamics that exist in our relationship, I invite you all to challenge and hold me accountable! My goal is to model how to be held accountable while remaining open to growing. I will practice clarity, transparency, authenticity, humility, and genuineness to the course and our relationship. My hope is that you will afford me the same and that you will engage meaningfully in all aspects of the course.

Attendance

I expect that you will attend each of our weekly Zoom sessions. With that said, from extreme acts of anti-Blackness being displayed in the media consistently to xenophobic and transphobic policies being passed locally, statewide, and nationally (to just name a few oppressive acts), I understand that we are living through unprecedented times. Therefore, please do not hesitate to reach out if you need accommodations and/or need to be absent.

Provision of changes to the syllabus

The included schedule, policies, and assignments are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and class participants.

Use of APA style

All papers must use APA formatting and style, including references, citations, use of non-biased language, etc. Students must refer to the APA Publication Manual, 7th edition, for all questions related to APA style.

Email communication

I will respond regularly to email between 8:00am and 4:00pm Monday –Friday. If I have not responded to your email after two (2) business day, please resend the email. **I will**

communicate all course related materials and announcements to your UF email account. You are encouraged to either check your UF email at least once a day or forward your account email to your preferred email provider.

University Honesty Policy

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." This applies, but is not limited, to cheating and plagiarism.

If you do a paper for this class, write it in your own words. It is possible to plagiarize a source even if no full sentences are copied word-for-word. In writing papers, please consult with APA style (7th edition). Reference your sources and write in your own words. According to the Academic Dishonesty guide and the University's Student code of Conduct, "Plagiarism, cheating, or other forms of academic dishonesty" may lead to grade penalty, "formal disciplinary probation, suspension, or dismissal."

Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

I strive to make this course accessible to students with diverse needs, strengths, and abilities. Please talk with me about any concerns you may have regarding accessibility and this course. If you think you may need accommodations, please contact the Disability Resource Center (DRC) as early as possible in the semester so that I can make any necessary adjustments to the course. You can call the DRC at *(352) 392-8565* or visit *www.dso.ufl.edu/drc/* for more information. They are dedicated to making sure students with various abilities have success at the university. Usually you'll talk with someone and may do additional assessments in order to develop the best plan possible. After you register with them, you'll get a letter that you show to me so that I can make the appropriate accommodations. It's okay to call them with any questions you might have. I am also more than happy to talk with you as well. If anything happens during the semester that may necessitate accommodations, please reach out to me and the DRC as soon as possible to make sure you have what you need to learn and be successful in the course.

Evaluation of this course

I appreciate and value your feedback so that I can continue to improve upon this course and my teaching skills. You can complete the evaluation online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Because I believe that student feedback is crucial for the success of a course, I will seek your feedback before the semester ends. That is, I will seek your qualitative feedback halfway

through the semester via an anonymous link. We will discuss themes about what is working and not working for and makes changes for the rest of the semester accordingly.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Campus Resources

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc, and 392- 1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

Academic Resources

E-learning technical support: 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling. https://www.crc.ufl.edu/.

Library Support: http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.

Writing Studio: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint- process.

Sexual Harassment

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university

employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: https://titleix.ufl.edu/. You can also complete a Sexual Harassment Report online (Title IX) at: https://titleix.ufl.edu/title-ix-reporting-form/.

Assignment Requirements and Evaluation Criteria

All assignments will be submitted via Canvas on the date indicated by each assignment, not through email or hard copies. Course assignments and grades are as follow:

1. **Participation (100 points).** Each student will be responsible for completing the assigned readings prior to the class periods when they will be discussed. Some class readings will come from the assigned textbook, but the majority of your reading assignments will come from peer-reviewed articles. **See the course Reader below course schedule.**

   Participation will be graded as follows:
   1. Posting discussion questions and/or comments based on that week's material **(40 points). You will post a total of 2-3 questions and/or comments each week in the Discussions tab of Canvas (please make it public for everyone to see). These discussion questions are due at 11:59pm on the day before that class.**
   2. Facilitating group discussions that lasts **at least 45 minutes** (based on common themes among questions and/or comments submitted through Canvas; **30 points**).
   3. Engaging in a discussion during class that continues course discussion. This will facilitate a smooth and enriched discussion where additional information or perspectives will be discussed **(30 points).**

2. **Psychology Ethical Codes Paper (150 points).** *This assignment was developed by Dr. Melanie Domenech Rodríguez and modified for our class.* In pairs, this paper will focus on a comparison across the FOUR assigned ethics codes- APA, ABPsi, NLPA, SIP. The goal of this paper is to have students consider ethical codes as culturally-rooted documents which reflect values of particular groups of professional psychologists. Each group will prepare a paper (a table and/or bullet points will be fine) that compares the FOUR codes in: (a) scope, (b) specificity, and (c) underlying values. Scope refers to what roles (e.g., research, practice) are addressed in the codes. Specificity refers to the degree of detailed guidance found across roles (e.g., in research: one may cover publication, another code may not). Finally, underlying values refers to the stated-- and perhaps unstated—assumptions found in the code that you believe inform the principles and standards found in the code.

   In class, we will discuss the similarities and differences across codes including who are the codes meant to protect, reasons why such ethical codes exist, etc. More than just presenting the information, I want this to be a critical conversation where we get to interrogate current guidelines. **This will be your first assignment because I want you to have a culturally mindful view of ethical guidelines (not just APA's) as a foundation for the rest of the topics that we will cover throughout the semester. Your paper will be uploaded to Canvas by the beginning of class so we can engage in a meaningful class discussion.**

3. **Research Disaster Presentation (100 points).** *This assignment was developed by Dr. Melanie Domenech Rodríguez and modified for our class.* In pairs, students will sign up for one "research disaster" (see Canvas) and present about: (a) background on the disaster, including what occurred, when, and what the consequences were, (b) what the ethical and

legal issues involved in this particular disaster were (go beyond APA's ethical codes), and (c) what modern day research ethics practices and/or procedures were informed by this event(s). List all of the resources you used in obtaining the information. Be sure to address the demographic characteristics of those affected and provide a commentary how systemic oppression toward these individuals placed them at risk.

This assignment will provide students an opportunity to reach beyond the known generalities of a particular event. These incidents occurred in a sociopolitical context, in a particular point in time, and at specific point of development of our discipline. The deeper level of knowledge should support engagement with these critical incidents away from "an example of what not to do" and towards "an example of what could happen" and "an example of what is STILL happening" (e.g., the same violent and anti-Black ideas that justified Tuskegee experiments are still very much prevalent today!). You will give a brief presentation during class on the indicated date **(35-45 minutes total)**. **Your presentation will be uploaded to Canvas by the beginning of class so we can engage in a meaningful class discussion.**

> **List of research disasters to pick from:** (a) Facebook Case Study; (b) Havasupai Case; (c) Milgram; (d) Regnerus and Same-sex/gender parents; (c) Tuskegee Syphillis

4. **Decision-Making Model Paper (150 points).** *This assignment was developed by Dr. Amanda Lawson-Ross and modified for our class.* The goal here is to mimic walking through an ethical dilemma on your own. You are encouraged to use the decision-making model by the authors of the (https://kspope.com/memory/ethics.php) but you are welcome to use one of the decision-making models we learned in class. Remember to not only consider the APA Code of Ethics but also the other ethical codes we have discussed in class. Similarly, when consulting the literature make sure to think of cultural differences in your approach. In addition, come-up with 2-3 questions to help facilitate the class discussion. They can be questions you have regarding the case or questions you think may stimulate discussion. **You must prepare and upload to Canvas your paper by time class starts so we can engage in a meaningful class discussion.**

   NOTE: In Canvas, you will see a folder with several ethical cases to pick from.

5. **Division and Organization Presentation (100 points).** As a professional, it is important for your continued development that you belong to organizations that can aid in your staying up to date and informed regarding pertinent topics in your area of interest. As such, this assignment asks you to identify one (1) division of the American Psychological Association (APA) and one (1) organization outside of the APA that are of professional interest to you and to give a brief presentation on the division and organization to your classmates **(35-45 minutes total)**. **You must prepare and upload to Canvas a 1-page handout per organization through the Discussion tab so that the entire class has access to it (a PDF version of the handout or any other desired form). The assignment is due by time class starts.**

6. **Ethical and Professional Issues Paper (100 points).** Each student is expected to prepare a paper on a topic related to an ethical or professional issue current in the applied practice of psychology. Topics can include (but are not limited to) ethical issues in managed care, telehealth, current research catastrophe (if you chose this option, it must be a different research catastrophe than we ones that were presented in class), working with Black, Indigenous, and people of Color (BIPOC) to address racial trauma, prescription privileges,

couples therapy, counseling children, counseling adolescents, multicultural competency, rural practice, sincerely held principles, etc. The body of the paper should be approximately **8-12 pages (inclusive of reference page)** in length and prepared according to the guidelines outlined in the current edition of the publication manual of APA, 7th edition. Be sure to include a minimum of **10-12 recent (less than 7 years) professional journal articles** in your paper as they present the most current information available. When searching for professional journal articles is recommended that students begin by looking in counseling-related journals (e.g., *The Counseling Psychologist, Journal of Counseling Psychology, Counselling Psychology Quarterly)*. **This paper is due to Canvas by 11:59pm on the due date.**

Grading System

Assignment	Points
Participation	100
Psychology Ethic Codes Paper and Presentation	150
Research Disaster Presentation	100
Decision-Making Model and Questions Paper and Presentation	150
Division and Organization Presentation	100
Ethical and Professional Issues Paper	100
TOTAL Points	700

Grading Scale

A	>92%		C	72%-77%
A-	90%-91%		C-	70%-71%
B+	88%-89%		D+	68%-69%
B	82%-87%		D	62%-67%
B-	80%-81%		D-	60%-61%
C+	78%-79%		E	< 59%

<u>Late Assignments</u>

It is my intent that all assignments will be turned in on time (see dates on course schedule below). Assignments cannot be made-up except in the case of extreme circumstances that meet the criteria of the University of Florida policy for an excused absence. Make-ups are only given for illnesses that require medical treatment, valid emergencies, and valid scheduling conflicts. With this said, as described earlier in the syllabus, we are living through unprecedented times. Therefore, please do not hesitate to reach out if you need accommodations. And, yes, I do consider being exposed to daily experiences of oppression (e.g., racial trauma; the effects of xenophobic and transphobic polies) an emergency and I will work with you to make sure you are successful in this course while prioritizing your emotional well-being.

Course Schedule

Week	Date	Topic	Readings Due	Assignment Due
1	September 2	Introduction; Overview/Syllabus		
2	September 9	Ethical Codes, Ethical Behaviors	Reader, Section 1	
3	September 16	Counseling Psychology Values **Facilitator: Hannah**	Reader, Section 2	***Psychology Ethical Codes Paper***
4	September 23	Ethical Decision Making **Facilitator: Hemy**	Reader, Section 3	
5	September 30	Psychology, Psychologists, and Society: Multicultural Competence and Social Justice **Facilitator: Meagan**	Reader, Section 4	***Research Disaster Presentation #1*** ***Division and Organization Presentation #1***
6	October 7	Specialty topic: Telehealth **Facilitator: Kirsten**	Reader, Section 5	***Decision-Making Model Paper***
7	October 14	Research **Facilitator: Jeannette**	Reader, Section 6	***Research Disaster Presentation #2*** ***Division and Organization Presentation #2***
8	October 21	Teaching **Facilitator: Garrett**	Reader, Section 7	***Research Disaster Presentation #3*** ***Division and Organization Presentation #3***
9	October 28	Mentoring and Supervision **Facilitator: Hannah**	Reader, Section 8	***Division and Organization Presentation #4***
10	November 4	Training	Reader, Section 9	***Division and Organization***

		Facilitator: Hemy		*Presentation #5*
11	November 11	**No Class- Veterans Day**		
12	November 18	Assessment **Facilitator: Meagan**	Reader, Section 10	*Division and Organization Presentation #6*
13	November 25	**No Class- National Day of Mourning** Ideas for decolonizing what Americans refer to as "thanksgiving"- centering the voices of Indigenous people: https://www.culturalsurvival.org/news/9-ways-decolonize-and-honor-native-peoples-thanksgiving https://realfoodmedia.org/resources-to-decolonize-thanksgiving/ https://medium.com/age-of-awareness/decolonizing-thanksgiving-a-toolkit-for-combatting-racism-in-schools-5d4e3023a2f8		
14	December 2	Professional Boundaries **Facilitator: Kirsten**	Reader, Section 11	*Division and Organization Presentation #7*
15	December 9	**Final Exam/Paper**		*Ethical and Professional Issues Paper*

Reader Sections

Reader, SECTION 1

(a) APA Ethical Codes; (b) ABPsi Ethical Codes; (c) NLPA Ethical Codes; (d) SIP Ethical Codes

Ahmed, S. R. (2018). The visibility and invisibility of Arab Americans and implications for psychological treatment: A comment on Cho. *Ethics & Behavior*, *28*, 370-373

Fisher, M. A. (2009). Replacing "Who is the client?" with a different ethical question. *Professional Psychology: Research and Practice, 40*, 1-7.

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

Miville, M. L., Arredondo, P., Consoli, A. J., Santiago-Rivera, A., Delgado-Romero, E. A., Fuentes, M. A., ... & Cervantes, J. M. (2017). *Liderazgo:* Culturally grounded leadership and the National Latina/o Psychological Association. *The Counseling Psychologist*, *45*, 830-856.

Morse, G. S., Blume, A. W. (2013). Does the American Psychological Association code of ethics work for us? *Journal of Indigenous Research, 3,* 1-4.

Obasi, E. M., Speight, S. L., Rowe, D. M., Clark, L. O., & Turner-Essel, L. (2012). The Association of Black Psychologists: An organization dedicated to social justice. *The Counseling Psychologist*, *40*, 656-674.

Reader, SECTION 2

BEA Virtual Working Group (2015). Preparing professional psychologists to serve a diverse public: A core requirement in doctoral education and training, a pedagogical statement. *Training and Education in Professional Psychology, 9*, 269- 270.

CCPTP, ACCTA, & SCP. (2009). Counseling psychology model training values statement addressing diversity. *The Counseling Psychologist, 37*, 641-643.

Mintz, L. B., Jackson, A. P., Neville, H. A., Illfelder-Kaye, Winterowd, C. L., & Loewy, M. I. (2009). The need for a counseling psychology model training values statement addressing diversity. *The Counseling Psychologist, 37,* 644-675.

Packard, T. (2009). The 2008 Leona Tyler Award address. *The Counseling Psychologist*, *37*, 610–624. https://doi.org/10.1177/0011000009333986

Scheel, M. J., Stabb, S. D., Cohn, T. J., Duan, C., & Sauer, E. M. (2018). Counseling psychology model training program. *The Counseling Psychologist, 46*, 6–49.

Reader, SECTION 3

Pope & Vasquez: Chapter 5 & 17

Antes, A. L., Thiel, C. E., Martin, L. E., Stenmark, C. K., Connelly, S., Devenport, L. D., & Mumford, M. D. (2012). Applying cases to solve ethical problems: The significance of positive and process-oriented reflection. *Ethics & behavior*, *22*, 113-130.

Cottone, R. R., & Claus, R. E. (2000). Ethical decision-making models: A review of the literature. *Journal of Counseling & Development*, *78*, 275-283.

Frame, M. W., & Williams, C. B. (2005). A model of ethical decision making from a multicultural perspective. *Counseling and Values*, *49*, 165-179.

Reader, SECTION 4

Pope & Vasquez: Chapter 23, 26

Gallardo, M. E., Johnson, J., Parham, T. A., & Carter, J. A. (2009). Ethics and multiculturalism: Advancing cultural and clinical responsiveness. *Professional Psychology: Research and Practice*, *40*, 425–435. https://doi.org/10.1037/a0016871

Prilleltensky, I. (1989). Psychology and the status quo. *American Psychologist, 47*, 397- 411.

Owen, J., Tao, K. W., Drinane, J. M., Hook, J., Davis, D. E., & Kune, N. F. (2016). Client perceptions of therapist' multicultural orientation: (Missed) opportunities and cultural humility. *Professional Psychology: Research & Practice, 47*, 30-37.

Vera, E. M., & Speight, S. L. (2003). Multicultural competence, social justice and counseling psychology: Expanding our roles. *The Counseling Psychologist, 31*, 253- 272.

Reader, SECTION 5

Pope & Vasquez: Chapter 11

Brashear, C. A., & Thomas, N. (2020). Core competencies for combatting crisis: Fusing ethics, cultural competence, and cognitive flexibility in counseling. *Counselling Psychology Quarterly*. https://doi.org/10.1080/09515070.2020.1768362

Florida Board of Psychology Telepsychology Rules (2019)

Goghari, V. M., Hagstrom, S., Madon, S., & Messer-Engel, K. (2020). Experiences and Learnings From Professional Psychology Training Partners During the COVID-19 Pandemic: Impacts, Challenges, and Opportunities. *Canadian Psychology*, *61*, 167–189. https://doi.org/10.1037/cap0000250

Lustgarten, S. D., & Colbow, A. J. (2017). Ethical concerns for telemental health therapy amidst governmental surveillance. *American Psychologist, 7*, 159-170.

Reader, SECTION 6

Department of Health, E. (2014). The Belmont Report. Ethical principles and guidelines for the protection of human subjects of research. *The Journal of the American College of Dentists*, *81*, 4-13.

Lilienfeld, S. O. (2012). Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. *American Psychologist, 67*, 111-130.

Löfström, E. (2012). Students' ethical awareness and conceptions of research ethics. *Ethics & Behavior*, *22*, 349-361

Youngpeter, K. (2008). Controversial psychological research methods and their influence on the development of formal ethical guidelines. *Student Journal of Psychological Science*, *1*, 4-12.

Reader, SECTION 7

Gibson, C., Medeiros, K. E., Giorgini, V., Mecca, J. T., Devenport, L. D., Connelly, S., & Mumford, M. D. (2014). A qualitative analysis of power differentials in ethical situations in academia. *Ethics & behavior*, *24*, 311-325.

Kretz, L. (2014). Emotional responsibility and teaching ethics: Student empowerment. *Ethics and Education*, *9*, 340-355.

Owen, P. R., & Zwahr-Castro, J. (2007). Boundary issues in academia: Student perceptions of faculty—student boundary crossings. *Ethics & behavior*, *17*, 117-129.

Reader, SECTION 8

Pope & Vasquez: Chapter 27

Barnett, J. E., Cornish, J. A. E., Goodyear, R. K., & Lichtenberg, J. W. (2007). Commentaries on the ethical and effective practice of clinical supervision. *Professional Psychology: Research and Practice, 38,* 268–275.

Ellis, M. V., Berger, L., Hanus, A. E., Ayala, E. E., Swords, B. A., & Siembor, M. (2014). Inadequate and harmful clinical supervision: Testing a revised framework and assessing occurrence. *The Counseling Psychologist*, *42*, 434-472.

Grus, C. L. (2013). The supervision competency: Advancing competency-based education and training in professional psychology. *The Counseling Psychologist*, *41*, 131-139.

Wong, L. C., Wong, P. T., & Ishiyama, F. I. (2013). What helps and what hinders in cross-cultural clinical supervision: A critical incident study. *The Counseling Psychologist*, *41*, 66-85.

Reader, SECTION 9

Pope & Vasquez: Chapter 7

El-Ghoroury, N. H., Galper, D. Il. Sawaqdeh, A., & Bufka, L. F. (2012). Stress, coping, and barriers to wellnesss among psychology graduate students. *Training and Education in Professional Psychology 6*, 120-134.

Johnson, W. B, Elman, N.S., Forrest, L, Robiner, W.N., Rodolofa, E., Schaffer, J, B. (2008). Addressing professional competence problems in trainees: Some ethical considerations. *Professional Psychology: Research and Practice, 39*, 589-599.

Reader, SECTION 10

Pope & Vasquez: Chapter 20

Turner, S. M., DeMers, S. T., Fox, H. R., & Reed, G. M. (2001). APA's guidelines for test user qualifications: an executive summary. *American Psychologist*, *56*, 1099-1113.

Reader, SECTION 11

Pope & Vasquez: Chapter 21 & 22

Barnett, J. E., Lazarus, A. A., Vasquez, M. J. T., Moorehead-Slaughter, O., & Johnson, W. B. (2007). Boundary issues and multiple relationships: Fantasy and reality. *Professional Psychology: Research and Practice,38,* 401-410*.*

Harlt, T. L., Zeiss, R. A., Marino, C. M., Zeiss, A. M., Regev, L. G., Leontis, C. (2007). Clients' sexually inappropriate behaviors directed towards clinicians: Conceptualization and management. *Professional Psychology: Research and Practice, 38*,674-681.

Speight, S. L. (2012). An exploration of boundaries and solidarity in counseling relationships. *The Counseling Psychologist, 40,* 133-157*.*