

Knoxville Area Psychological
Association

NEWSLETTER



January 2015: REISSUE

In this issue:

From the President
Feature Article
KAPA Program
KAPA Classifieds
Referral List
Dues Reminder
KAPA Website
Board Contact Information
Ethics Code – Standard 2: Competence

From The KAPA President - Dr. Michael Hawthorne

I encourage you to mark your calendars with the day and time of our next KAPA CE meeting, in part because we're meeting on a night different from our custom. On **Tuesday, March 21 at 6:30 pm**, KAPA Past President Mac Spica will lead a great program focused on the definition and development of professional competence in areas of clinical practice. He will be joined by KAPA member panelists Barbara Taylor, PhD, Katie Rea Smith, PhD and Mark Barnes, PhD. We are planning the event to leave plenty of time for questions and interaction on this challenging and important topic. Furthermore, we will serve a boxed dinner from LunchBox for those who RSVP!

By attending this program, you will earn 1.5 hours of Ethics CE credit. KAPA plans one 90-minute event each year focused on Ethics and the Law so that you may keep current with the biannual 3 hour Ethics requirement.

At the end of this newsletter, we have printed the Competence standard directly from the APA Ethical Principles of Psychologists and Code of Conduct. You may want to review this information before the program. We hope to see you there!

Feature Article - Malcolm Spica, PhD

Ethics in the real world:

What defines professional competence in a new area of clinical practice?

In August of 2011, the American Psychological Association (APA) presented the newly formed definition of "Specialty" for professional practice:

A specialty is a defined area of professional psychology practice characterized by a distinctive configuration of component services for specified problems and populations. Practice in a specialty requires advanced knowledge and skills acquired through an organized sequence of education and training in addition to the broad and general education and core scientific and professional foundations acquired through and APA or CPA [Canadian Psychological Association] accredited doctoral program [except where APA or CPA program accreditation does not exist for that area of professional psychology]. Specialty training may be acquired either at the doctoral or postdoctoral level as defined by the specialty.

This definition arrives at a time when practicing psychologists are under increasing pressure to reach beyond their typical and comfortable areas of treatment and/or evaluation to effectively meet shifting patient populations, cultural changes in definitions of treatable conditions, and direct requests from third-parties to "please help this patient" with an uncommon problem. I personally have had telephone calls within the last two years from attorneys and physicians asking me to recommend a clinician who expressly specializes in each of the following areas: bereavement from losing a pet, children with muscular dystrophy, delayed onset post traumatic stress disorder, adult survivors of encephalocele, juvenile arthritis, pseudocyesis, sleep disorders, exhibitionism, substance abuse, and — most frequently — somatoform disorders.

So who is "competent" to see these patients? Surely it is not practical, in the real world, to expect specialization from a psychologist in such fine-grained classifications of expertise.

Moreover, not all of these requests for clinicians fall along the lines of recognized specialties by the APA, which lists the following specialties of psychology:

Behavioral and cognitive	Industrial-organizational
Clinical	Clinical child
Clinical health	Clinical neuropsychology
Counseling	Family
Forensic	Police and public safety
Professional geropsychology	Psychoanalysis
Sleep	School

As seen above, the APA stated, "Practice in a specialty requires advanced knowledge and skills ..."; the question is what defines advanced knowledge and skills? While a clear-cut definition will never present itself, we hope to provide you with the conceptual framework that allows you to determine whether or not you are meeting your ethical obligations as a clinician to only provide services for which you are competent, while also pursuing opportunities to expand your breadth of practice to new conditions, treatment modalities, and patient populations.

As you are aware, KAPA strives to enhance the effectiveness of our members as scientist-practitioners. During the KAPA presentation on February 17, we will review professional competence from the perspective of the APA Ethical Principles of Psychologist and Code of Conduct (2003), the Tennessee Board of Examiners in Psychology, and the APA Initiatives in Professional Psychology (2011, 2012). This will be done with the help of three fine clinicians who have been through the process of adopting new specialties: Katie Smith, Ph.D.; Barbara Taylor, Ph.D.; Mark Barnes, Ph.D. Our talk aims to provide you with practical methods to achieve and maintain professional competence in your desired areas of clinical practice.

But until then, if you specialize in somatoform disorders, call me...

KAPA Program Announcement

Tuesday, March 21st

Location: Pinnacle Bank Learning Center, South Tower, 1st floor

6:00 pm: Arrive---doors open and boxed dinner served (free to members)

6:30 pm: Introductions

6:40-8:15 pm: KAPA program

Ethics & the Real World:

What defines professional competence in a new area of clinical practice?

Presented by:

Malcolm Spica, Ph.D.

With panelists:

Katie Rea Smith, Ph.D.

Barbara Taylor, Ph.D.

Mark Barnes, Ph.D.

Malcolm Spica, Ph.D. received his doctorate and master's degrees from Michigan State University, and obtained clinical neuropsychology training from the Battle Creek Veterans Administration Medical Center (VAMC), the University of Michigan, and Ann Arbor VAMC. Dr. Spica completed his clinical neuropsychology internship and post-doctorate research at the Long Island Jewish Medical Center-Hillside Hospital in New York City, then served as Adjunct Assistant Professor and Preceptor for Michigan State University College of Human Medicine. His current practice focuses on forensic neuropsychology, assisting in litigation regarding criminal cases, malpractice, personal injury, disability, fitness for duty, and post-conviction capital murder sentencing. Dr. Spica is a past President of KAPA, past Vice President of Tennessee Psychological Association, and serves on the Ethics Committee of the Tennessee Psychological Association.

Learning Objectives:

1. Participants will be able to describe Bloom's Taxonomy of Competence as it applies to professional practice of psychology.
2. Participants will be able to identify sections of the American Psychological Association's Ethical Principles of Psychologist and Code of Conduct that pertain to competence.
3. Participants will be able to list practical methods to achieve and maintain professional competence in a specialty area of clinical practice.

***** Please RSVP to KAPA President, Michael Hawthorne at ppsinc@mindspring.com.*****

Target Audience: The content of this presentation is appropriate for mental health professionals educated at the graduate level in psychology, psychiatry or other mental health related discipline as well as graduate students in a mental health related discipline.

Instructional Level: Intermediate

Continuing Education and Fees:

This program is appropriate for psychologists and other mental health professionals and **1.5 hours of Continuing Education** will be available for attendees. **The 90 minute program will meet half the bi-annual Tennessee ethics CE requirement.** Current KAPA members can attend for no charge. If you are not a member of KAPA and you do not want CE credit, this program is free of charge. KAPA is approved by the American Psychological Association to provide continuing education to psychologists and maintains responsibility for this program. KAPA has designated up to 1.5 CE credits for attendees of the event. No CE credits will be awarded for partial attendance for any session. If there are any further questions about this program please do not hesitate to contact KAPA President Michael Hawthorne at [865-384-1166](tel:865-384-1166) or KAPA CE Coordinator Dan Williams at [865-525-1099](tel:865-525-1099) x24.

Additional information can be found at KAPA's website:
<http://www.knoxvilleareapsychology.org>

Directions and Parking Information for the Pinnacle Bank Learning Center at the Landmark Center:

The Landmark Center is located at 1111 N. Northshore Drive. It is near the corner of Papermill Drive and Northshore Drive, between the BP and the new Aubrey's. The eight story South Tower says Pinnacle on top. The Learning Center is on the first floor of the South Tower, to the right of the elevators. Parking is ample and free.

KAPA Classifieds

Position Description: Clinical Facilitator

Cancer Support Community is seeking a Tennessee **Licensed Clinical Group Facilitator** for therapeutic facilitation of an evening weekly and/or monthly support group for people affected by cancer. The Facilitator will be trained in the Cancer Support Community methodology and philosophy and utilize those skills in group facilitation.

If you have a passion for building a community of social and emotional support for those living with and beyond cancer, please contact: Debra J. Sullivan, PhD., Program Director, dsullivan@cancersupportet.org, [865-546-4661](tel:865-546-4661). Website: www.cancersupportet.org

Referral List

The KAPA Board has been asked by members of the faculty of the Counseling and Clinical Psychology programs at UT for our help in assembling a list of area psychologists who would be interested in seeing current psychology graduate students. If you are interested in being a therapist for a future psychologist while in training, please send an email to admin@knoxvilleareapsychology.org. Please indicate if you are willing to negotiate a reduced fee for your work.

Please remember to pay your annual dues!

Please remember to renew your membership. You may pay dues online (www.knoxvilleareapsychology.org) via PayPal or mail check to KAPA, P.O. Box 52293, Knoxville, TN 37950. As a member, you will be eligible to attend our meetings and receive continuing education credits at no additional charge. (Full member \$40; Student Affiliate \$20; Retired Member \$20). If you have any questions, please contact the KAPA Treasurer at bltphd@comcast.net.

Visit the KAPA Website!

Please visit the KAPA website at www.knoxvilleareapsychology.org to view upcoming continuing education events in the area. Links to the American Psychological Association and the Tennessee Psychological Association are available on the homepage. Previous editions of the newsletters can be accessed on the homepage.

Board Contact Information

Board is as follows:

Mike Hawthorne, President 584-0171 mhawthorne@northshoregroup.com

Katie Rea Smith, President Elect 719-9385 kerea@aol.com

Malcom Spica, Past President 531-9088 mspica@bellsouth.net

Katie Fitzpatrick, Secretary 264-2400 kfitzpatrick@bmipc.com

Barbara Taylor, Treasurer bltphd@comcast.net

Daniel Williams, CE Director (781) 929-5907 dan@drdanwilliamspsyd.com

Ethical Principles of Psychologists
and Code of Conduct
Including 2010 Amendments



Standard 2: Competence

2.01 Boundaries of Competence

(a) Psychologists provide services, teach and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, [Providing Services in Emergencies](#).

(c) Psychologists planning to provide services, teach or conduct research involving populations, areas, techniques or technologies new to them undertake relevant education, training, supervised experience, consultation or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients and others from harm.

(f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.

2.02 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments

Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards [2.01e, Boundaries of Competence](#), and [10.01b, Informed Consent to Therapy](#).)

2.05 Delegation of Work to Others

Psychologists who delegate work to employees, supervisees or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards [2.02, Providing Services in Emergencies](#); [3.05, Multiple Relationships](#); [4.01, Maintaining Confidentiality](#); [9.01, Bases for Assessments](#); [9.02, Use of Assessments](#); [9.03, Informed Consent in Assessments](#); and [9.07, Assessment by Unqualified Persons](#).)

2.06 Personal Problems and Conflicts

(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance and determine whether they should limit, suspend or terminate their work-related duties. (See also Standard [10.10, Terminating Therapy](#).)