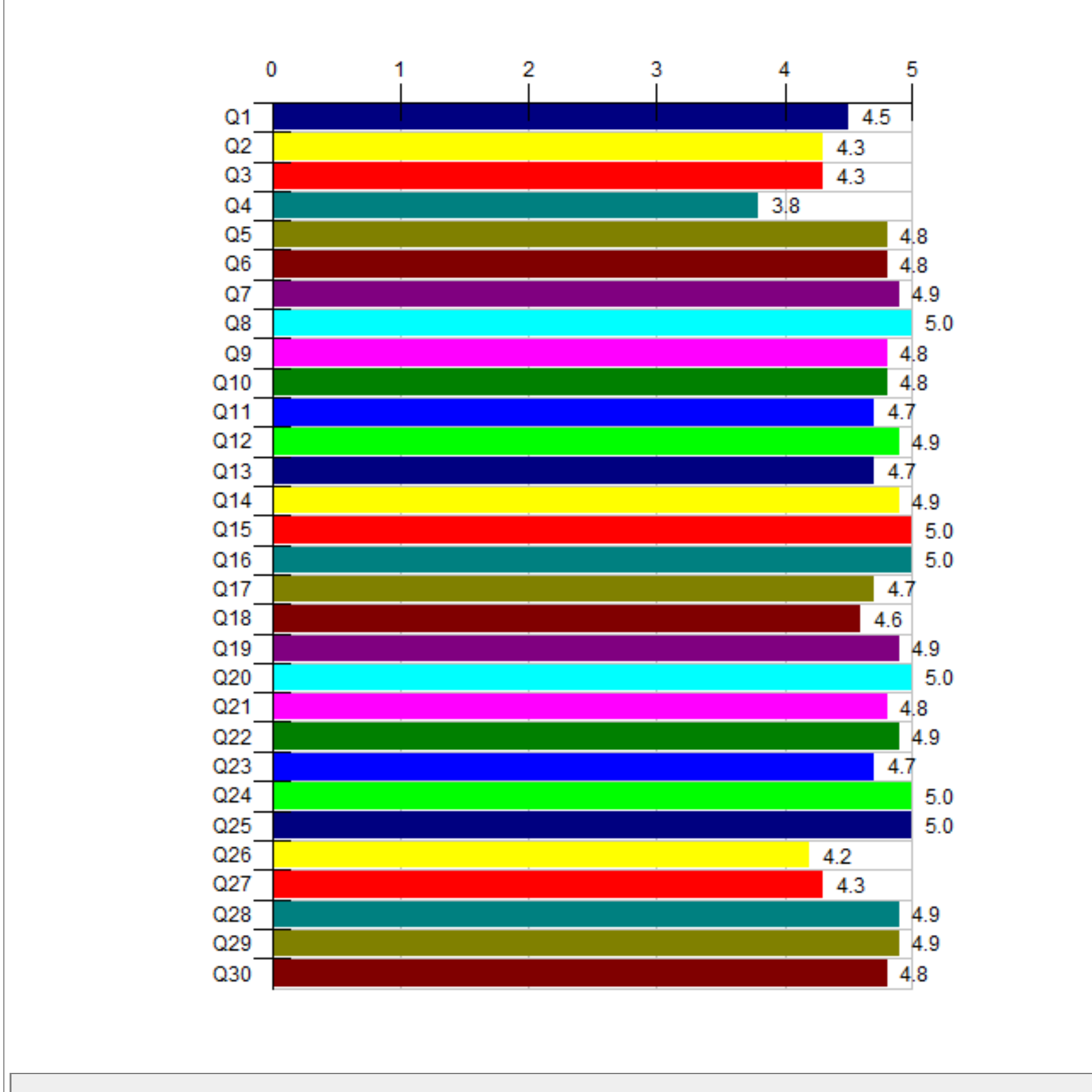


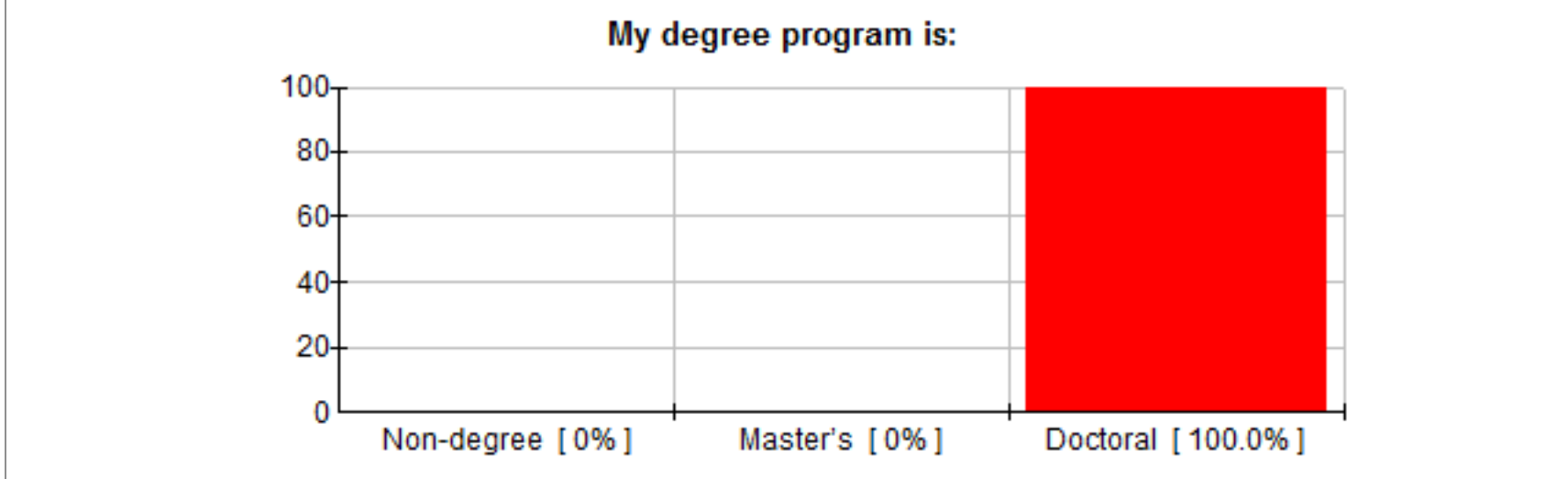
Course: CCPX5030 001 - Ethics & Prof Devlprmt	Department: CCP
Responsible Faculty: Shamir Khan	Responses / Expected: 10 / 10 (100%)



Teachers College Course Evaluation	CCPX5030 - 001									
	Responses					Course				
	SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	5	5	0	0	0	10	4.5	4.5	4.5	.50
Q2	4	5	1	0	0	10	4.3	4	4	.64
Q3	5	4	0	1	0	10	4.3	4.5	5	.90
Q4	3	3	3	1	0	10	3.8	4	3,4,5	.98
Q5	8	2	0	0	0	10	4.8	5	5	.40
Q6	8	2	0	0	0	10	4.8	5	5	.40
Q7	9	1	0	0	0	10	4.9	5	5	.30
Q8	10	0	0	0	0	10	5.0	5	5	0
Q9	8	2	0	0	0	10	4.8	5	5	.40
Q10	8	2	0	0	0	10	4.8	5	5	.40
Q11	8	1	1	0	0	10	4.7	5	5	.64
Q12	9	1	0	0	0	10	4.9	5	5	.30
Q13	7	3	0	0	0	10	4.7	5	5	.46
Q14	9	1	0	0	0	10	4.9	5	5	.30
Q15	10	0	0	0	0	10	5.0	5	5	0
Q16	10	0	0	0	0	10	5.0	5	5	0
Q17	8	1	1	0	0	10	4.7	5	5	.64
Q18	6	4	0	0	0	10	4.6	5	5	.49
Q19	9	1	0	0	0	10	4.9	5	5	.30
Q20	10	0	0	0	0	10	5.0	5	5	0
Q21	8	2	0	0	0	10	4.8	5	5	.40
Q22	9	1	0	0	0	10	4.9	5	5	.30
Q23	7	3	0	0	0	10	4.7	5	5	.46
Q24	10	0	0	0	0	10	5.0	5	5	0
Q25	10	0	0	0	0	10	5.0	5	5	0
Q26	4	4	2	0	0	10	4.2	4	4, 5	.75
Q27	5	3	2	0	0	10	4.3	4.5	5	.78
Q28	9	1	0	0	0	10	4.9	5	5	.30
Q29	9	1	0	0	0	10	4.9	5	5	.30
Q30	8	2	0	0	0	10	4.8	5	5	.40

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1

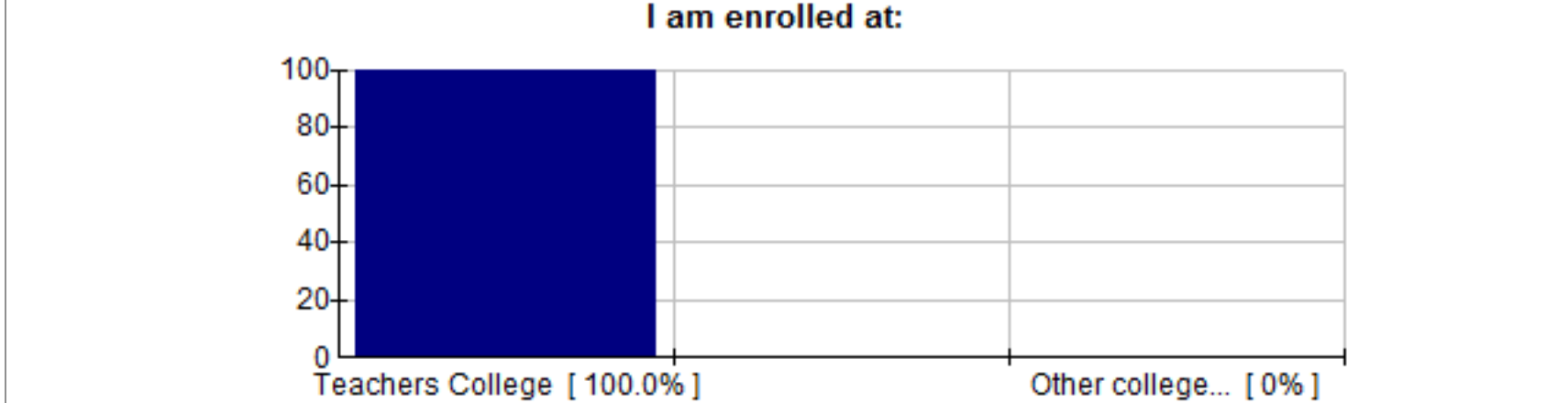
Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation	CCPX5030 - 001							
	Responses			Course				
	N	M	D	N	Mean	Med.	Mode	Std Dev
Q31	0	0	10	10	3.0	3	3	0

Responses: [N] Non-degree=1 [M] Master's=2 [D] Doctoral=3

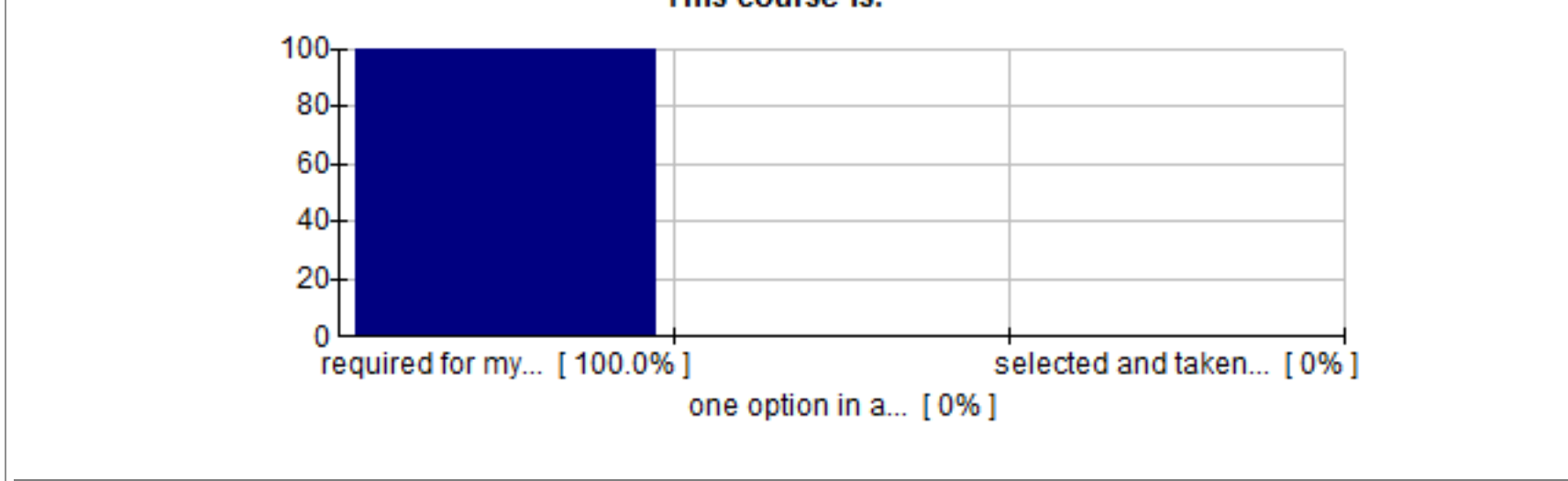
Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation	CCPX5030 - 001							
	Responses			Course				
	TC	OSO	OC	N	Mean	Med.	Mode	Std Dev
Q32	10	0	0	10	1.0	1	1	0

Responses: [TC] Teachers College=1 [OSO] Other school of Columbia University=2 [OC] Other college/university=3

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation	CCPX5030 - 001							
	Responses			Course				
	RFM	OOI	SAT	N	Mean	Med.	Mode	Std Dev
Q33	10	0	0	10	1.0	1	1	0

Responses: [RFM] required for my degree=1 [OOI] one option in a list of courses that satisfy my requirements=2 [SAT] selected and taken voluntarily=3

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation	CCPX5030 - 001									
	Responses					Course				
	LT2	2H	4H	6H	MT8	N	Mean	Med.	Mode	Std Dev
Q34	0	2	8	0	0	10	2.8	3	3	.40

Responses: [LT2] Less than 2 hours=1 [2H] 2-4 hours=2 [4H] 4-6 hours=3 [6H] 6-8 hours=4 [MT8] More than 8 hours=5

Question: Please comment on those aspects of the course (activities, materials, etc.) that you found MOST valuable.

Response Rate: 100.00% (10 of 10)

1 This course challenged my abilities as a student, with its in-depth assignments and comprehensive reading list, but more importantly, it applied a light on your positionality and belief system in ways I was not expecting from an Ethics class. I was enthralled by Ethics once I recognized the nontraditional format of the class because I was ready to develop an ethical understanding that I could continue to apply both over the next year, and as I move forward in my career. Specifically, I knew that ultimately we would apply ethical guidelines to cases, but I was surprised that so early on during the semester we were already discussing specific ethical dilemmas (and moving beyond mere memorization of the APA code). I knew early on that "Ethical and Professional Issues in Clinical Psychology" would be one of my favorite courses of my first semester. While the reading list was comprehensive, all the assigned readings were very helpful. Memorization of the readings seemed to present questions that I had often before I even asked them. Lastly, I really enjoyed being with the counseling psychology cohort. During this pandemic, it has been hard to connect with others outside of my classes, and therefore I was lucky to be able to meet them in Ethics. They also added a helpful perspective that added to class discussions.

2 The readings of the course offered were extremely valuable. I found running through REAL case scenarios to be one of the most valuable aspects of the class. There was a structured manner this was done that facilitated learning across peers. There was an aspect of humanity that allowed us to respond authentically so we could learn from what we did well and what we could improve upon. The combined class (Clinical and Counseling) offered a space that is not usually present. In this combined setting, we learned across disciplines and created a space for so much growth and learning to happen. I think this cross discipline learning should happen more often. This class laid the ground work and provided crucial information that we will need moving forward in our careers as Therapists/ Researchers/ Students. Creating our own Ethical Decision Making Algorithm was also a very valuable aspect of the class that really fostered so much learning and growth. I think this should be part of any Ethics class and wish I would have learned more about Ethical Decision Making Models earlier on but am extremely grateful to have that experience now. Having a lawyer come in an talk was very valuable too.

3 The most valuable aspect(s) of the class was the case examples completed in class, the EDMA design and creation process, and the self-care plan.

4 The combination of readings to give initial considerations and background for ethical decision-making paired with the practical application via in-class ethical and clinical cases was incredibly valuable. The challenge of navigating these scenarios "under-pressure" drove home the importance of creating and testing our own ethical decision making algorithms. Doing so in safe and environment with feedback and collaboration with classmates and professor was helpful, especially with the additional perspectives of students from Counseling Psychology students. The inclusion of materials, students, and perspectives from the Counseling Program was part of the strength of this course and should be continued.

5 The class discussions regarding the cases helped me better conceptualize the cases by listening to my classmates' thoughts and perspectives. The discussions were also helpful for us to discuss the various decisions that could be made regarding the case, which helped me learn from my classmates.

6 Individual Case Discussions
Creating EDMAs
Self-Care logging information
Reflection Letters
Dr. Khan's willingness to speak outside of class.

7 Guest Lecture on Mental Health Laws was extremely helpful. The EDMA assignment, though tedious, was also a worthwhile aspect of the course.

8 Dr. Khan's availability and mentorship. In every way, professor Khan was trying to link the material to how it has affected his life or how it can potentially affect us later on. This course was a crash on real life scenarios and how we may be able to handle them on a day to day basis. If there was ever a way to teach this course, Dr. Khan taught the way.

9 A significant strength of the course is the case evaluations. Each case challenges my initial perspective on specific topics by providing the multiple views that may contradict my thoughts, supply new perspectives, and build confidence in my own reaction. It also introduces new situations that I have not previously thought of when thinking about myself as a therapist. The cases are essential tools for learning and placing oneself in positions to determine appropriate behavior for that particular setting through a vigorous evaluation and steps.

10 - Case-based learning - cold calls + spirited follow-up discussion
- EDMA activity: seemed odd at first, but actually very mind-expanding and demanding of rigor
- Spirit of honesty and nonjudgment
- Mixed (clinical / counseling) nature of the group led to cross-pollination of experiences
- Professor's willingness to have 1-on-1 conversations with students outside of class time

Question: Please comment on those aspects of the course (activities, materials, etc.) that you found LEAST valuable. How could they be improved?

Response Rate: 90.00% (9 of 10)

1 While the readings were extremely helpful, the amount sometimes felt overwhelming and left room for folks to not do some readings. But I bet that is what it means to be in a PhD program.

2 Sometimes the discussions of the readings felt very shallow (I guess it depends on whether everyone did the readings for the class). If readings must be discussed, I think it would be helpful to identify a few readings that would FOR SURE be discussed, which would require that everyone must have those specific readings done before coming to class for participation.

3 Some important topics, especially around issues of diversity, were included through reading material and discussion. However, these discussions often felt rushed or crammed together and not given their due emphasis. Given the lack of exposure for some competency topics, this can contribute to less-than-optimal understanding or inclusion during things like weight, race and racism, gender and sexual orientation, or socio-economic status. Understanding these topics are crucial and should be considered a core competency of this field, and therefore should be included. But, like any other competency, they deserve adequate instruction, material, and discussion.

4 N/A

5 I think more readings on Race and Ethics would be important to include. Especially when talking about the ethics of those conversations coming up in class. I think it would be valuable to include perspectives of racial/ethnic minority therapists and tools on how to navigate spaces where with racism, microaggression, and injustice.

6 Dr. Khan had directly addressed more Ethical Sensitivity throughout the semester. Specifically, I wished more conversation throughout each case had focused on diversity as it relates to professional guidelines. Rather than talking about race and gender during one class, making it disconnected from other ethical dilemmas, I believe that these issues should be interwoven throughout the semester. In doing so we can do a better job at integrating these issues rather than seeing them as separate. Especially in today's sociopolitical context, I think this is pressing, especially as we may not all be doing this work (e.g., reflecting in our free time) as much as we should. As the APA code states, it is our responsibility to maintain competence (Code: 2.03; American Psychological Association, 2010), which includes doing all we can do to ensure we are performing our duties in a competent manner. We will all continue to face clients and peers in our profession with different backgrounds to us and to guarantee that we avoid harm (Code: 3.04; American Psychological Association, 2010) we must not only refrain from evident examples like torture but also take steps to be aware of how our judgments and actions impact others (Principle A: Beneficence and Nonmaleficence; American Psychological Association, 2010).

7 I don't consider any course materials to be "least valuable".

8 Although I love all of the course readings as they are very informative and provide a lot of content, I do wish that there were specific or suggestive readings that were required for the following course. At times, I felt a little left out when others talk about a particular reading that I did not read. It would be helpful to have two required readings, while others are free-range to read or skim. I think this will help with the flow of open discussions as I find it hard to initiate it since there were so many different approaches to start.

9 - Organization of each week of syllabus around a mix of core competencies, readings, and cases was initially confusing
- Readings / cases often didn't line up in intuitive ways

10 - Lack of accountability for readings (cold calls? exams?)
- Relatively low emphasis on learning critical component codes (important to have on hand in crises)

Question: In what ways was the instructor MOST effective? Please give examples.

Response Rate: 100.00% (10 of 10)

1 The instructor was very available to answer questions, provided meaningful feedback, and was genuine. The instructor provided real life examples that proved to be very valuable. The instructor provided his own experiences with ethical decision making. The instructor provided examples of his own shortcomings and how he dealt with that in a professional manner.

2 Office Hours and overall availability were awesome. Dr. Khan was available to review assignments before they were graded which was most helpful.

3 In class discussions, Dr. Khan provided a space for students to discuss the case studies first on their own, and then added key insights and considerations that helped students get a clearer idea of the issues at hand.
Also, Dr. Khan was sensitive to class dynamics and emotionally charged class material, and always acknowledged this and provided opportunities for processing both in and out of class.

4 I have never had a professor who seems to care so much both about my success in their class, but also in my future professional development. Before the first class, it was clear from email correspondence that the professor was focused on my individual development. As the semester progressed the professor was always quick to respond to emails and eager to assist us outside of class. From early on the professor also displayed impressive vulnerability that helped us gain further understanding of topics and made us bond as a class. Also, out of all of my classes this semester this professor did the best job at addressing the experience of online learning during a pandemic. I feel that this helped us come together more as a class. Lastly, it was clear that this instructor had curated the content of this course. He was always very clear about the expectations related to class materials, additional ways to build on our assignments, and more. This professor is not only an amazing professor but an amazing person.

5 Dr. Khan was effective in how robust he prepared for class (shown through his 27+ page syllabus, adapting as needed). He seemed to always be prepared with outlines and was very organized. It made me initially think he must be very anxious (since I am very anxious myself), but I learned that whether he was or not didn't matter - he always came overly prepared and prepared us for how to carry ourselves when in difficult situations.

6 Dr. Khan did the difficult task of figuring out how to best teach ethics given the different ways of conceptualizing cases from Counseling and Clinical Psychology. He did a great job making space and welcoming students with these different angles, and he encouraged all of us to learn from each other to fill in the gaps in our knowledge/skills. Even though there were moments of frustration or misunderstanding because of the different conceptualizations between the two cohorts, it became clear as Dr. Khan facilitated class discussion that both cohorts could learn from one another, and we could use the classroom space as a way to exchange ideas and provide different perspectives to broaden our understanding. Dr. Khan was open and reflective, which modeled for us the way that we can and should carry ourselves. He also gave us reasons for why he structured class the way that he did and why he gave certain assignments, etc., we always knew there was a reason/purpose for everything that we did in the class, and we knew that Dr. Khan had our best interests in mind to prepare us to be the most effective and ethical clinicians we can be. Thank you, Dr. Khan for being patient with us and deeply engaged in our learning.

7 Dr. Khan did an incredible job of modeling disclosure of important and personal experiences while discussing ethical and professional topics as well as showing us how to constructively give and receive feedback. This was incredibly helpful as it facilitated other difficult conversations which are at the core of this course's subject matter.

8 As an individual, I found myself changing positively. I used to rarely speak in class. However, you have done a fantastic job in creating a safe space via zoom in which I feel comfortable talking and voicing my opinions. Although virtual classes were not ideal, I found that it flew well and with ease in this particular course. Although I did not always attend the early session, I love that we had the opportunity to pop in early to talk. That, in itself, was very comforting!

9 1. Facilitating Class Discussion.
2. Leading by Example (demonstrating vulnerability, openness, and humility).
3. Demonstrating genuine concern for individual students and the health of the cohort.

10 - As a model of disclosure and nonjudgmental listening
- As a professional able to recount relevant details in great detail
- As a facilitator of difficult and awkward conversations

Question: Is there anything else you wish to share about this course?

Response Rate: 90.00% (9 of 10)

1 This was an excellent introduction to ethics and professional development in psychology. Dr. Khan introduced the class to a range of issues concerning ethical psychotherapy and research. I could not imagine a better instructor for this class than Dr. Khan. This course was the first time that Counseling Psychology and Clinical Psychology students were taught together. I thoroughly enjoyed being able to take this class with my Clinical Psychology counterparts, and I felt that I learned so much more because of the unique perspectives that they brought in from their own training. I would really enjoy having more classes together between Counseling and Clinical Psychology students, but I would also like for the two cohorts of students to gain some exposure to the conceptualizations of the other before coming together (i.e., Counseling Psychology students learning more about diagnoses / clinical language, and Clinical Psychology students learning more about multiculturalism / social justice issues and how they impact clients). I think it would be important for both cohorts to learn from each other, especially since we will essentially be going through the same practicum experiences (at Dean Hope, externships, internships), and we would benefit from learning more from our counterparts to be more effective in our clinical work. This class was a wonderful learning experience, and I would highly encourage more co-learning experiences between the Counseling and Clinical Psychology students. As long as both conceptualizations are honored and welcomed in these learning spaces, I think the coming together of the two cohorts would better prepare students from both cohorts in their clinical work.

2 This course is an integral part of professional development for a psychologist. More of this lens should also be applied across other courses if possible, as ethical approaches should be integrated into all aspects of psychology, even with this course as the foundation. Integrating clinical and counseling programs strengthens this effect.

3 This class should continue to be taught jointly with Clinical and Counseling students.

4 This class is amazing. Definitely, my favorite that I have taken at TC thus far. I hope that in the future, discussions on race, size, gender, and class can be more at the forefront. The class is structured by Dr. Khan but driven by the students so it sometimes depends on who's in the room. With a virtual format, I wish there had been more of an icebreaker or group work in the beginning just because the topics are so heavy. It wasn't until November that I felt I could open up fully which is a direct result of the virtual format.

5 I loved the mesh between ethics and counseling psychology. I was able to see a foundation between the two settings and be solid in my decision to enter counseling psychology. I highly encourage more race-related dialogue though for both programs. I would also very much want more opportunities between the two to spend more time with each other.

6 I highly suggest that the course combines both the first-year clinical and counseling cohorts in the future years. I think that the differences and the similarities between the two disciplines expand and deepen the conversations. It helped conceptualize the various topics due to the multiple perspectives of each topic.

7 Excellent Course. I greatly appreciated sharing the experience with the counseling students.

8 Dr. Khan's compassion and authenticity are unmatched and make the difference between this being "just another class" and a true learning experience.

9 As I reflect on the past few months it is clear to me that this class was a valuable step in my professional development. One way that I can be sure of its value is that it was not taught in the aforementioned traditional format. Particularly, using real world cases not only to understand that application of the APA code, but also to explore possible downsides of ethical principles for psychologists and this code. This semester has solidified my understanding that I not only want to hear what rules I need to follow but more significantly, I want to understand why they are the right rules to follow. Thus, discussing the ways in which I will actually navigate these ethical situations in applied cases has made me feel more confident in my clinical career as a future psychologist.