

PSYCHOLOGY 609: PROFESSIONAL AND ETHICAL ISSUES IN PSYCHOLOGY

SPRING 2017 COURSE SYLLABUS

Class Times: M,W 4:00 pm – 6:30 pm

Classroom: Taylor Building, Room 279

Instructor: Frank Rees, Ph.D.

Telephone: 801-376-2000 (Call from cellphone or text)

Available for Course Consultation: 5:00 pm – 6:00 pm Th and by appointment. Also, information can be conveyed through Elise Harris and Sarah Griffes 284 TLRB clinical_psychology@byu.edu (801) 422-4050

Text: Koocher, G. P., & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions* (4th ed.). Oxford, England: Oxford University Press.

General Course Considerations: This class is designed to sensitize you to the special challenges in ethics and professional behavior which psychologists face. Ours is a profession fraught with such difficulties, and the decisions you make sometimes affect lives in powerful ways. Your welfare, and that of your clients and the public, demands constant attention and truly professional behavior.

You are expected to attend every class period, stay current with required readings, and contribute to a meaningful class experience. Both professional and ethical behavior is required. Professional behavior means you strive for competence/excellence, treat others and their opinions with respect, value class time, work together, and seek to perform rather than to excuse. Ethical behavior includes making sure work presented as your own, is indeed your own (be reminded that class/program/university sanctions, including dismissal await those who ignore this), owning limitations, and keeping commitments. For example, it is certainly acceptable for you to study together and try out ideas on each other, but sharing papers or examinations as a shortcut to producing your own is inappropriate. Apply the ethical principles of the course to yourself.

Content. As a course on both ethical and professional issues, the course is divided into four relevant topics: ethical codes and ethical decision-making; standards of practice; supervision; and consultation. We treat the first with considerable care and consider our treatment of the latter three as a general introduction. The remainder of your graduate program will build upon this foundation, including such activities as: frequently examining the ethical implications of practicum cases and practice issues; further training and course work in areas of emphasis where you will employ the specialty guidelines of the area; engaging in regular supervision, including experiences in which you supervise others; and

consulting in a variety of contexts, usually in association with the assessments you perform in practicum and other clinical settings.

Course Objectives:

1. Identify professional ethical standards, laws, regulations.

Students will identify and describe the professional ethical standards, laws, and regulations by which researchers, educators and practitioners are held accountable.

2. Apply ethical principles.

Students will apply ethical principles to specific cases.

3. Integrate ethical concepts in practice.

Students will integrate ethical concepts in the context of practice.

4. Understand the goals and methods of supervision.

Students will learn foundational principles of effective supervision, including the roles and best practices of both supervisors and supervisees.

5. Understand the foundational elements of consulting in common contexts.

Students will learn about consulting in schools, medical settings, legal settings, and business.

Assignments and Grading: Grades are based on papers, examinations, and class participation. As a rough guide, weighting for the final grade is approximately as follows: four position papers (8% each), a final examination (25%), presentation (8%), and participation (35%). All four position papers are required (except for 1 hour credit students), and due on the dates below. Late papers will not be accepted without at least one week prior approval. The assignment for each position paper will be given in class. Information on the final paper will be given out later in the semester.

Three position papers are to reflect your summation of a specified case discussed in class, usually after you have heard what others have to say and completed the readings. They are due the following class period. **You must take a position** (it need not be the same one you take in class). Then use the paper to defend and explain the position you take. The fourth position paper will examine the ethical and professional issues of a topic selected by you from the list provided by the instructor. You will present your position to the class on the date the paper is due.

A significant portion of this class revolves around the exploration and discussion of ethical dilemmas, particularly in the first half of the course. We will use a large amount of class time on this. It is important that each person participate. If you are shy, find courage and jump in. You will not have advance notice about the content of each dilemma, so everyone knows you are thinking on your feet. However, expect

opinions to be challenged, sometime strongly. Finally, we will have some class time devoted to lecture and amplification of principles from reading, but many readings will not be discussed. Even so, you are responsible for learning that material; if you doubt your understanding of readings, use class time to ask for clarification. Examinations are based entirely on the readings.

SCHEDULE:

May 3 – Introduction to Ethics

Required Reading

Text – chapter 1

American Psychological Association (2003, 2010). Ethical principles of psychologists and code of conduct. Washington, DC: Author.

Pope, K. S., & Vasquez, M. J. T. Steps in ethical decision-making. <http://kspope.com/memory/ethics.php>.

Barnett, J. E., Behnke, S. H., Rosenthal, S. L., & Koocher, G. P. (2007). In case of ethical dilemma, break glass: Commentary on ethical decision making in practice. *Professional Psychology: Research and Practice*, 38, 7-12.

Optional Reading

Hadjistavropoulos, T., & Malloy, D. C. (1999). Ethical principles of the American Psychological Association: An argument for philosophical and practical ranking. *Ethics & Behavior*, 9, 127-140. Hare-

Mustin, R. T., Marecek, J., Kaplan, A. G., & Liss-Levinson, N. (1979). Rights of clients, responsibilities of therapists. *American Psychologist*, 34, 3-16.

May 8 – Competence, Credentials, Licensure, Ethical Violations

Required Reading

Text – chapters 2, 17 & 18

Batson, C. D., & Thompson, E. R. (2001). Why don't moral people act morally? Motivational considerations. *Current Directions in Psychological Science*, 10, 54-57.

Pope, K. S., & Vetter, V. A. (1992). Ethical dilemmas encountered by members of the American Psychological Association: A national survey. *American Psychologist*, 47(3), 397-411.

Utah State Code (1997). Title 58, Chapter 61, Psychologists Licensing Act.

Utah Administrative Code (1999). Psychologists Licensing Act Rules.

May 10 – Ethics in Academia and in Research, Professional Relationships

Required Reading

Text – chapters 14, 15, & 16

American Psychological Association. (2010). Complying with ethical, legal, and policy requirements. In Publication manual of the American Psychological Association (pp. 231-236). Washington, DC: Author.

Paper #1 due today

May 15 – Confidentiality, Record Keeping, Legal Obligations, Malpractice

Required Reading

Text – chapters 5, 6 & 7

Knapp, S., Gottlieb, M., Berman, J., & Handelsman, M. M. (2007). When laws and ethics collide: What should psychologists do? *Professional Psychology: Research and Practice*, 38, 54-59.

Ellis, E. M. (2009). Should a psychotherapist be compelled to release an adolescent's treatment records to a parent in a contested custody case? *Professional Psychology: Research and Practice*, 40, 557-563.

Pope, K. S., & Vasquez, M. J. T. (2011). Therapist's guide for preparing a professional will. <http://ks pope.com/therapistas/will.php> (from Pope and Vasquez, *Ethics in psychotherapy and counseling: A practical guide*, 4th ed., chapter 11).

Utah Administrative Code (2015). Utah Courts, Rules of Evidence, Article V – Privilege, Rule 506. Physician and mental health therapist-patient.

NOTE: Final Class for 1 Credit Group- Examination and Review TBA

May 17 – Ethics in Psychotherapy

Required Reading

Text – chapters 3 & 4

May 22 – Multiple-Role Relationships

Required Reading

Text – chapters 8 & 9

Pope, K. S., & Keith-Spiegel, P. (2008). A practical approach to boundaries in psychotherapy: Making decisions, bypassing blunders, and mending fences. *Journal of Clinical Psychology*, 64, 638-652.

Paper #2 due today

May 24 – The Supervisory Relationship, Supervision Models

Required Reading

Text-chapter 10

Hess, A. K. (2011). Psychotherapy supervision. In J. Norcross, G. VandenBos, & D. Freedheim, History of psychotherapy: Continuity and change (pp. 703-722). Washington, DC: American Psychological Association.

Falender, C. A., & Shafranske, E. P. (2007). Competence in competency-based supervision practice: Construct and application. *Professional Psychology: Research and Practice*, 38, 232-240.

Smith, R. D., Riva, M. T., & Cornish, J. A. E. (2012). The ethical practice of group supervision: A national survey. *Training and Education in Professional Psychology*, 6, 238-248.

Aten, J. D., Strain, J. D., & Gillespie, R. E. (2008). A transtheoretical model of clinical supervision. *Training and Education in Professional Psychology*, 2, 1-9.

May 29 –Memorial Day Holiday – No Class!! ☹

Paper #3 due today

May 31 – Getting the Most Out of Supervision

Required Reading

Riva, M. T., & Erickson-Cornish, J. A. (2008). Group supervision practices at psychology predoctoral internship programs: 15 years later. *Training and Education in Professional Psychology*, 2, 18-25.

Mills, J. A., & Chasler, J. K. (2012). Establishing priorities in the supervision hour. *Training and Education in Professional Psychology*, 6, 160-166.

Gray, L. A. Ladany, N., Walker, J. A., & Ancis, J. R. (2001). Psychotherapy trainees' experience of counterproductive events in supervision. *Journal of Counseling Psychology*, 48(4), 371-383.

June 5 – Dangerousness and Suicidality; Practice Standards – Forensic, Child Custody, Lesbian/Gay/Bisexual Clients

Required Reading

APA Specialty Guidelines for Forensic Psychology Zimmerman, J., Hess, A. K., McGarrah, N. A., Benjamin, G. A. H., Ally, G. A., Gollan, J. K., & Kaser-Boyd, N. (2009). Ethical and professional considerations in divorce and child custody cases. *Professional Psychology: Research and Practice*, 40, 539-549.

APA Guidelines for Child Custody Evaluations in Family Law Proceedings

AACAP Practice Parameter for Child and Adolescent Forensic Evaluations

APA Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients

Paper #4 and in class presentation due today

June 7 – Practice Standards – Prevention Psychology, Telepsychology, Women/Girls, Older Adults, Disability, Dementia, Child Protection

Required Reading

APA Guidelines for Prevention in Psychology

APA Guidelines for the Practice of Telepsychology

APA Guidelines for Psychological Practice with Girls and Women

APA Guidelines for Psychological Practice with Older Adults

APA Guidelines for Assessment of and Intervention with Persons with Disabilities

APA Guidelines for the Evaluation of Dementia and Age-Related Cognitive Change

APA Guidelines for Psychological Evaluations in Child Protection Matters

June 12 – Consultation – Business and Industry, Courts

Required Reading

Text – Chapter 13

Brown, D., Pryzwansky, W., & Schulte, A. (2002). Psychological consultation: Introduction to theory and practice (5th ed.). Upper Saddle River, NJ: Allen & Bacon/Pearson.

Fuqua, D. R., Newman, J. L., Simpson, D. B., & Choi, N. (2012). Who is the client in organizational consultation? Consulting Psychology Journal: Practice and Research, 64(2), 108-118.

Welner, M. Mastellon, T., & Stewart J. J. (2012). Peer-reviewed forensic consultation: Safeguarding expert testimony and protecting the uninformed court. Journal of Forensic Psychology Practice, 12(1), 1-34.

June 14 – Consultation – Schools, Medical Settings

Rosenfield, S. (1995). Instructional consultation: A model for service delivery in the schools. Journal of Educational & Psychological Consultation, 6(4), 297-316.

Robinson, P. J., & Reiter, J. T. (2007). Behavioral consultation and primary care: A guide to integrating services (chapters 1 and 10). New York: Springer.

June 19 – Final Exam Review

Final Exam TBA