SAM HOUSTON STATE UNIVERSITY
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY & PHILOSOPHY

PSYC 7362
ETHICS IN CLINICAL PRACTICE
3 CREDIT HOURS
SPRING 2018
Psychological Services Center
Mondays 1:00 pm – 3:50 pm

Instructor:	David V. Nelson, Ph.D., ABPP (Clinical Health Psychology)
Office:	College of Humanities and Social Sciences Building – Room 317
Phone:	936-294-4709 (Direct to Dr. Nelson)
	936-294-1174 or -3552 (Psychology Department Main Office Phones)
E-mail:	nelsondv@shsu.edu
Office Hours:	Mondays 11:00 – 11:45 am
	Tuesdays 12:00 noon – 12:45 pm & 4:00 – 5:00 pm
	(Faculty/committee meetings are sometimes scheduled during these times, so it is best to call or e-mail and confirm appointment; however, you are always welcome to drop by any time to see if I am in.)

REQUIRED TEXTBOOKS:

Bersoff, D. N. (2008). *Ethical conflicts in psychology* (4th ed.). Washington, DC: American Psychological Association.

Knapp, S., Younggren, J. N., VandeCreek, L., Harris, E., & Maratin, J. N. (2013). *Assessing and managing risk in psychological practice: An individualized approach* (2nd ed.). Rockville, MD: The Trust.

Shapiro, D. L., & Smith, S. R. (2011). *Malpractice in psychology: A practical resource for clinicians.* Washington, DC: American Psychological Association.

Other readings will be assigned to address particular topics. The mechanisms of distribution for the additional readings will be discussed on an ongoing basis. It is expected some will be available through the electronic reserve system at Newton Gresham Library; access codes will be shared as these become available. The *APA handbook of ethics in psychology* is an electronic resource we will use and can be accessed through the NGL catalog with two "Online Content" links (separate links for Vol. 1 and Vol. 2). Other readings are available from e-books; when accessing material in an e-book, please be sure to NOT "check out" the book or it will no longer be accessible to other students.

COURSE DESCRIPTION:

This course studies the APA Ethical Principles of Psychologists and Code of Conduct (Ethics

Code) as well as various specialty guidelines and recommendations and their applications to practice, research, and consultation. The literature on ethics is critically examined and readings include a variety of original sources. Students examine case material that features ethical conflicts and controversies, and students practice processes to resolve ethical dilemmas. The relevance to risk management in clinical practice will also be considered.

A guiding theme of the course is that learning to be ethical as a psychologist involves an active, ongoing "acculturation process." It is expected that students will be at different stages integrating their personal values with the culture of psychology and its ethical values and traditions. We will deal far more with the complexities of ethical decision making than acquiring a set of rules and regulations to follow. The overriding goal is to further facilitate each student's development as an effective, ethical, caring professional. Of necessity, this will be done within the context of an enhanced awareness of one's own personal ethics, sense of morality, and other attributes, and stage of professional acculturation, and how these may impact on the ethical reasoning, decision-making, and problem-solving process.

COURSE OBJECTIVES:

Explore one's own personal ethics, morality, and related personal characteristics in particular as they impact on acculturation to the profession of psychology and in terms of ethical reasoning, decision making, and problem solving.

Review the current APA Ethics Code (and recent amendments), associated rules and procedures for enforcement, and other special guidelines for content and applications.

Develop and practice ethical reasoning, decision-making, and problem-solving processes and other means to address ethical issues (including conflicts, controversies, dilemmas, etc.) in clinical psychology, incorporating specific attention to individual difference and multicultural issues.

Develop an understanding of the implications of variations in the ethical practice of psychology for risk management in clinical practice.

COURSE (STUDENT) EVALUATION/GRADING PLAN:

Overview:

Class Participation	20%
10% QQTPs/reaction papers	
10% In-class discussion contributions	
First Written Exam	40%
Final Written Exam	40%
TOTAL	100%

Class Participation:

This class involves relatively little formal lecture. Rather, we will primarily explore the readings together. Doing so requires you to do the readings, think about them, actively digest, question, and synthesize the material on your own, and come prepared to actively participate during class sessions. You should come prepared with the following in the Question/Quotation/Talking Points or QQTP format (approximately 1-2 single-spaced, typed pages) each session: 1) one or more questions about some aspect of the readings that interests you and which you could use to lead a class discussion; 2) a quotation from the readings that particularly impacted on you; and 3) talking points based on the readings that you could use to lead a class discussion if asked to do so. Your questions and talking points should reflect more than just a simple recitation of the key points of the readings. Instead, they should reflect a higher level of analysis, integration, questioning, and/or synthesis of the material. Occasionally, you *may* be asked to do a little extra reading or research on a particular topic and share your findings or reflections with the class. You *may* also be asked, at times, to write a specific reaction paper on some topic. You should send any papers (QQTPs, reaction papers, etc.) to the instructor at nelsondv@shsu.edu **by 9 a.m. on the date they are due and also turn in a printed/hard copy of your responses at the scheduled class time**. In addition, since your ability to think on your feet and express yourself orally is sometimes an important professional activity (e.g., some interview, licensing, or professional board exams), each student will have the opportunity on one or more occasions to serve as an examinee in a mock internship interview/licensing/board exam format.

Grading of student class participation is inherently subjective, in part, but not necessarily arbitrary or capricious. Following the recommendations of others (e.g., Handelsman 2008 online resource in particular) in this area, I will ask myself some of the following types of questions in evaluating your performance: Does it seem like the student has read the assigned material? Does the student move beyond simple recitation of key points to more active exploration of ideas? How does the student grapple with new ways of looking at her/his experiences and/or the perspectives offered by others? Are the student's comments helpful to others? Is the student respecting what other students (and I) are contributing? Is the student participating in a variety of ways?

You may be asked what you want to talk about in class today. I encourage you to bring your own experiences to the classroom discussions. Does something confuse or excite you, or shake your core beliefs or understandings, or remind you of some other material you have studied? Share what stimulates your thinking and what might stimulate the rest of us to explore the material further in class. While the nature of the discussion may at times lend itself to the exploration of personal or sensitive matters (e.g., personal beliefs and values, personal theory of morality), it is up to you as to how much to self-disclose. You are encouraged to NOT share particularly intimate aspects of your personal history. All class members should treat information shared in a totally respectful manner.

In terms of the mock oral exam format, this will be discussed as the class proceeds. It is meant to be a significant, but relatively low key, part of the classroom experience. It will give you an opportunity to think on your feet like you might be required to do in some similar future professional experiences. I understand that this, along with the other oral requirements of

participation in class, may not be your preference or comfort zone, but it is part of the course.

Exams:

There will be two scheduled exams. Each will require you to write on topics that we have covered and demonstrate your application of the content of the course. In addition, for each exam you will also be given a clinical vignette (or vignettes) to analyze from a professional ethical perspective. Because of the nature of ethical reasoning, the material covered on the final exam will be cumulative. You will be given 24 hours to complete each exam. Your responses should be type-written/word-processed, single-spaced, and single-sided. Succinctness with clarity of expression will be valued more than length. We will discuss more details about this in class.

Grades:

Students who receive an "A" will demonstrate creativity as well as very clear mastery of the material and a high level of ability to integrate their thinking and experience. This level of performance indicates an ability to grasp and communicate the intricacies and subtleties involved in ethical reasoning; demonstrates the ability to be self-reflective (able to appreciate, consider, and weigh alternatives); manifests tolerance of ambiguity in reasoning; conveys understanding of strengths and weaknesses of various perspectives on particular issues or situations; is conveyed orally and in written formats with well-developed and well-formulated ideas; and shows attention to proper mechanics (e.g., good grammar and spelling, minimal typos) in writing and expressing ideas.

Students who receive a "B" will show good mastery of the material, and the ability to think about it; sometimes make substantial contributions to the class discussion; write reasonably clearly and correctly; but less consistently evidence attention to the complexities and subtleties of ethical reasoning, have less consistent classroom discussion participation, and less consistently communicate their ideas effectively in oral or written format. They do not make fatal errors in judgment or on points of rules and regulations but may be less effective in demonstrating a higher level of analysis and integration.

Lower grades would be indicative of very significant problems in thinking from an ethical reasoning standpoint, major factual errors, failure to grasp basic ideas, more extreme rigidity in approaching and thinking about ethical issues in psychology, great difficulty expressing ideas orally or on paper, and/or inadequate demonstration of the ability to incorporate new ideas and ways of thinking.

ATTENDANCE POLICY:

Students are expected to attend all scheduled class times. SHSU policy is that no student will be penalized for three or fewer hours of absences. However, a student may be penalized for more than three hours of absences. My perspective: It is difficult to understand why any student enrolled in a doctoral-level course such as this would consider elective absence(s) a viable option.

If emergencies occur during scheduled exam times, the student MUST contact the instructor within 24 hours in order to qualify for a make-up. It is extremely bad form to miss an exam and then contact the instructor afterwards regarding the matter (except in very unusual circumstances). IT IS THE STUDENT'S RESPONSIBILITY TO CONTACT THE INSTRUCTOR REGARDING ANY MAKE-UP WORK.

Please do not hesitate to request any additional individual time that you feel is needed for your professional development.

UNIVERSITY POLICIES:

University Code of Conduct and Discipline

According to University guidelines and general sense of decency, students are expected to assist in maintaining a classroom environment that is conducive to learning. Mutual respect and courtesy are the expected standards.

In addition, please turn off ALL electronic devices, including cell phones, and keep them in a case and/or totally out of view, unless special arrangements have been made ahead of time with the instructor. NO ELECTRONIC DEVICES MAY BE USED IN THE CLASSROOM WITHOUT PRE-APPROVAL BY THE INSTRUCTOR. THAT INCLUDES LAPTOPS, CELL PHONES, iPHONES, iPADS, iANYTHING, BLUETOOTH DEVICES, BLUEBEARD, DARKKNIGHT, ANYTHING ELECTRONIC: ALSO, NO EARPHONES.

University guidelines and policies can be accessed at

http://www.shsu.edu/syllabus/

for the following:

Academic Dishonesty

Additionally, please note: Academic dishonesty in this course will likely result in a grade of F. Also, required papers may be submitted to review by a plagiarism prevention/detection service, such as turnitin.com.

Student Absences on Religious Holy Days Policy

Students with Disabilities Policy

Visitors in the Classroom

INSTRUCTOR EVALUATION:

You will be asked to complete a course/instructor evaluation form toward the end of the semester.

SPECIAL NOTE:

I am indebted to various colleagues, particularly Handelsman and associates, for a number of ideas and some of the wording adapted (or used word for word) in this syllabus.

COURSE OUTLINE/SCHEDULE (APPROXIMATE):

By the very nature of ethical realities, the topics, somewhat artificially separated here, will be interwoven throughout the course regardless of assigned sequence. Continuous integration with previously discussed material is expected as the course progresses. This outline/schedule is subject to change depending on how discussion evolves over the semester.

Date	*Topic*
January 22	Introduction and overview; model of ethical acculturation
29	Morality, theories of morality and moral development, character strengths and virtues, and implications for professional ethics
February 5	How ethics are applied; philosophies of ethics; models of ethical reasoning and decision making; remedial vs. positive ethics; resolving ethical issues
12	Risk management in psychological practice; competence
19	Confidentiality, privilege, and privacy
26	Human relations; multiple relationships and professional boundaries
March 5	**First written exam** (distributed at class time; open book, 24-hour time limit)
12	**SPRING BREAK**
19	Psychological assessment
26	Therapy and other forms of intervention
April 2	Small communities; more on individual difference and cultural issues
9	Forensic settings
16	Business of psychology
23	Teaching, research, publications, supervision, consultation, and miscellaneous topics
30	**Final written exam** distributed (open book, 24-hour time limit)

COURSE READINGS (TENTATIVE):

Readings are required unless otherwise indicated. There may be additions or subtractions to this list.

Week 1 – January 22

Introduction and overview; model of ethical acculturation

APA Ethical Principles and Code of Conduct including 2010 and 2016 Amendments. Accessible at http://www.apa.org/ethics/code/index.aspx

2016 APA Ethics Committee Rules and Procedures. Accessible at http://www.apa.org/ethics/code/committee-2016.aspx

Handelsman, M. M., Gottlieb, M. C., & Knapp, S. (2005). Training ethical psychologists: An acculturation model. *Professional Psychology: Research and Practice, 36,* 59-65.

Week 2 – January 29

Morality, theories of morality and moral development, character strengths and virtues, and implications for professional ethics

Damasio, A. (2007). Neuroscience and ethics: Intersections. *The American Journal of Bioethics, 7,* 3-7.

Gert, B. (2004). *Common morality: Deciding what to do*. New York, NY: Oxford University Press.
Preface, pp. iv-x.
Introduction, pp. 3-17.
Part I The moral system, pp. 19-29.
The two-step procedure for justifying violations of the moral rules, the first step … , pp. 58-59; the second step … , pp. 74-75; summary and test, pp. 78-79; the consequences of morality not always providing a unique correct answer, pp. 145-148; a complete moral theory, pp. 148-149; conclusion, p. 149.

Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
Letters to Readers, 1993, pp. ix-xxvii.
Introduction, pp. 1-4.
Chapter 1 Woman's place in man's life cycle, pp. 5-23.

Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Washington, DC: American Psychological Association; and New York, NY:

Oxford University Press.
Chapter 1 Introduction to a "manual of the sanities," pp. 3-32.
Chapter 2 Universal virtues?—Lessons from history, pp. 33-52.
Chapter 3 Previous classifications of character strengths, pp. 53-89.

Also recommended:

Kitchener, R. F., & Kitchener, K. S. (2012). Ethical foundations of psychology. In S. J. Knapp, M. C. Gottlieb, M. M. Handelsman, & L. D. VandeCreek, L. D., (Eds.), *APA Handbook of ethics in psychology* (Vol. 1, Chapter 1, pp. 3-42). (Use NGL URL).

Edwards, C. P., & Carlo, G. (2005). Introduction: Moral development study in the 21st century. *Nebraska Symposium on Motivation, 51,* ix-xxvi.

Week 3 – February 5

How ethics are applied; philosophies of ethics; models of ethical reasoning and decision making; remedial vs. positive ethics; resolving ethical issues

Behnke, S. H., & Jones, S. E. (2012). Ethics and ethics codes for psychologists. In S. J. Knapp, M. C. Gottlieb, M. M. Handelsman, & L. D. VandeCreek, L. D., (Eds.), *APA Handbook of ethics in psychology* (Vol. 1, Chapter 2, pp. 43-74). (*Hereafter* APA Handbook of Ethics in Psychology [2012]). (Use NGL URL).

Bersoff, D. N. (2008). *Ethical conflicts in psychology* (4th ed.). Washington, DC: American Psychological Association. *Hereafter* Bersoff (2008)
Chapter 2 How ethics are applied, pp. 67-115.
Chapter 3 Learning ethics, pp. 117-157.

Knapp, S. J., VandeCreek, L. D., & Fingerhut, R. (2017). *Practical ethics for psychologists: A positive approach* (5th ed.). Washington, DC: American Psychological Association.
Chapter 1 The legal floor and positive ethics, pp. 3-15.
Chapter 2 Foundations of ethical behavior, pp. 17-38.
Available through NGL e-books.

Knapp, S. J., Gottlieb, M. C., & Handelsman, M. M. (2015). *Ethical dilemmas in psychotherapy: Positive approaches to decision making.* Washington, DC: American Psychological Association.
Introduction: Problems, pitfalls, and potentials, pp. 3-12.
Chapter 1 What makes ethical choices so hard? pp. 15-23.
Chapter 2 The ethical decision-making model, pp. 25-45.
Chapter 3 The quality enhancement model, pp. 47-66.
Chapter 4 The ethics acculturation model, pp. 67-84.
Available through NGL e-books.

Knapp, S., VandeCreek, L. D., Handelsman, M. M., & Gottlieb, M. (2013). Professional decisions and behaviors on the ethical rim. *Professional Psychology: Research and Practice, 44,* 378-383.

Also recommended:

APA Handbook of Ethics in Psychology (2012)
Vol. 1, Chapter 4 Ethical decision making in mental health contexts: Representative models and an organizational framework. By R. R. Cattone, pp. 99-121. (Use NGL URL).

Week 4 – February 12

Risk management in psychological practice; competence

Knapp et al. (2013). *Assessing and managing risk in psychological practice: An individualized approach.* Rockville, MD: The Trust. *Hereafter* Knapp et al. (2013)
Preface+, pp. 6-10.
Chapter 1: Calculations of risk, pp. 11-30.
Chapter 2: Key elements of risk management, pp. 31-61.
Chapter 3: Competence, pp. 63-79.

APA Handbook of Ethics in Psychology (2012)
Vol. 1, Chapter 6 Competence. By T. F. Nagy, pp. 147-174. (Use NGL URL).
Vol. 1, Chapter 7 Emotional Competence and Well-Being. By L. J. Tamura, pp. 175-215. (Use NGL URL).

Shapiro, D. L., & Smith, S. R. (2011). *Malpractice in psychology: A practical resource for clinicians.* Washington, DC: American Psychological Association. *Hereafter* Malpractice in Psychology (2011)
Introduction, pp. 3-9.
Chapter 1 Tort liability basics, pp. 11-24.
Chapter 2 Negligence in professional practice, pp. 25-43.

Knapp, S., Gottlieb, M. C., & Handelsman, M. M. (2017). Enhancing professionalism through self-reflection. *Professional Psychology: Research and Practice, 48,* 167-174.

Week 5 – February 19

Confidentiality, privilege and privacy

Bersoff (2008)
Chapter 4 Confidentiality, privilege, and privacy, pp. 159-213.

APA Handbook of Ethics in Psychology (2012)
Vol. 1, Chapter 13 Confidentiality and record keeping. By M. A. Fisher, pp. 333-375. (Use NGL URL).
Vol. 1, Chapter 12 Informed consent to psychotherapy (empowered collaboration). By A. M. Pomerantz, pp. 311-332. (Use NGL URL).

Knapp et al. (2013)
Chapter 6: Privacy, confidentiality, and privileged communications, pp. 115-138.
Chapter 9: Assessing and treating patients who are potentially suicidal or dangerous to others, pp. 171-195.

Malpractice in Psychology (2011)
Chapter 3 The professional relationship, pp. 45-60.
Chapter 4 Confidentiality and privilege, pp. 61-77.
Chapter 6 Violence and threats of violence, pp. 97-118.

Bersoff, D. N. (2014). Protecting victims of violent patients while protecting confidentiality. *American Psychologist, 69,* 461-467.

Huey, S. R. (2015). Tarasoff's catch-22. *American Psychologist, 70,* 284-285.

Drummond, A., Cromarty, P., & Battersby, M. (2015). Privacy in the digital age: Implications for clinical practice. *Clinical Psychology: Science and Practice, 22,* 227-237.

Lustgarten, S. D. (2015). Emerging ethical threats to client privacy in cloud communication and data storage. *Professional Psychology: Research and Practice, 46,* 154-160.

Kaslow, F. W., Patterson, T., & Gottlieb, M. (2011). Ethical dilemmas in psychologists accessing internet data: Is it justified? *Professional Psychology: Research and Practice, 42,* 105-112.

Sommers-Flanagan, J., & Shaw, S. L. (2017). Suicide risk assessment: What psychologists should know. *Professional Psychology: Research and Practice, 48,* 98-106.

Kenny, M. C., Abreu, R. L., Marchena, M. T., Helpingstine, C., Lopez-Griman, A., & Mathews, B. (2017). Legal and clinical guidelines for making a child maltreatment report. *Professional Psychology: Research and Practice, 48,* 469-480.

Murphy, J. M., & Pomerantz, A. M. (2016). Informed consent: An adaptable question format for telepsychology. *Professional Psychology: Research and Practice, 47,* 330-339.

Also recommended:

Klonsky, E. D., May, A. M., & Saffer, B. Y. (2016). Suicide, suicide attempts, and suicidal ideation. *Annual Review of Clinical Psychology, 12,* 307-330.

Week 6 – February 26

Human relations; multiple relationships and professional boundaries

APA Handbook of Ethics in Psychology (2012)

Vol. 1, Chapter 9 Boundaries, multiple roles, and the professional relationship. By R. Sommers-Flanagan, pp. 241-277. (Use NGL URL).
Vol. 1, Chapter 11 Sexualized relationships. By J. L. Sonne, pp. 295-310. (Use NGL URL).

Bersoff (2008)
Chapter 5 Multiple Relationships, pp. 215-216, 226-234, 242-249.

Knapp et al. (2013)
Chapter 4: Multiple relationships and boundaries, pp. 81-94.
Chapter 5: Working with couples, families, and children, pp. 95-113.

Malpractice in Psychology (2012)
Chapter 7 Other areas of liability in practice – sexual misconduct, pp. 119-124.

Drum, K. B., & Littleton, H. L. (2014). Therapeutic boundaries in telepsychology: Unique issues and best practice recommendations. *Professional Psychology: Research and Practice, 45,* 309-315.

Storey, J. E. (2016). Hurting the healers: Stalking and stalking-related behavior perpetrated against counselors. *Professional Psychology: Research and Practice, 47,* 261-270.

Week 7 – March 14

First written exam distributed (open book; 24-hour time limit)

SPRING BREAK

Week 8 – March 19

Psychological assessment

APA Handbook of Ethics in Psychology (2012)
Vol. 2, Chapter 4 Assessment and testing. By D. N. Bersoff, D. Dematteo, & E. E. Foster, pp. 45-74. (Use NGL URL).

Knapp et al. (2013)
Chapter 8: Psychological assessment and testing, pp. 155-169.

Committee on Legal Issues American Psychological Association. (2016). Strategies for private practitioners coping with subpoenas or compelled testimony for client/patient records or test data or test materials. *Professional Psychology: Research and Practice, 47,* 1-11.

Borkosky, B. G. (2016). "Coping With Subpoenas": No longer consistent with law, ethics,

or social policy. *Professional Psychology: Research and Practice, 47,* 250-251.

Committee on Legal Issues American Psychological Association. (2016). Committee on Legal Issues (COLI) response to commentary. *Professional Psychology: Research and Practice, 47,* 252-254.

Williams, C. L., & Lally, S. J. (2017). MMPI-2, MMPI-2-RF, and MMPI-A administrations (2007–2014): Any evidence of a "new standard?" *Professional Psychology: Research and Practice, 48,* 267-274.

Ben-Porath, Y. S. (2017). An update to Williams and Lally's (2017) analysis of MMPI–2–RF acceptance. *Professional Psychology: Research and Practice, 48,* 275-278.

Knauss, L. K. (2017). Response to Article by Williams and Lally: What is the best test to use? *Professional Psychology: Research and Practice, 48,* 279-281.

Lally, S. J., & Williams, C. L. (2017). Response to Ben-Porath's update to Williams and Lally (2017). *Professional Psychology: Research and Practice, 48,* 282-285.

No authorship indicated. (2017). 'Correction to Ben-Porath (2016).' *Professional Psychology: Research and Practice, 48,* 285.

Vrana, S. R., & Vrana, D. T. (2017). Can a computer administer a Wechsler intelligence test? *Professional Psychology: Research and Practice, 48,* 191-198.

Review guideline:

American Psychological Association. (2012). Guidelines for the evaluation of dementia and age-related cognitive change. *American Psychologist, 67,* 1-9.

Week 9 – March 26

Therapy and other forms of intervention

APA Handbook of Ethics in Psychology (2012)
Vol. 1, Chapter 15 Ethical issues with patients at high risk for treatment failure. By S. J. Knapp & J. Gavazzi, pp. 401-415. (Use NGL URL).
Vol. 1, Chapter 16 Ethical issues and the beginning and end of therapy. By J. N. Younggren & D. D. Davis, pp. 417-431. (Use NGL URL).
Vol. 2, Chapter 3 Ethical issues in multi-person therapy. By L. K. Knauss & J. W. Knauss, pp. 29-43. (Use NGL URL).

Knapp et al. (2013)
Chapter 10: …termination and abandonment…, pp. 209-217.

Jussab, F., & Murphy, H. (2015). "I just can't, I am frightened for my safety, I don't know how

to work with her": Practitioners' experiences of client violence and recommendations for future practice. *Professional Psychology: Research and Practice, 46,* 287-297.

Baker, D. C., & Bufka, L. F. (2011). Preparing for the telehealth world: Navigating legal, regulatory, reimbursement, and ethical issues in an electronic age. *Professional Psychology: Research and Practice, 42,* 405-411.

Bernecker, S. L. (2014). Helping clients help themselves: Managing ethical concerns when offering guided self-help interventions in psychotherapy practice. *Professional Psychology: Research and Practice, 45,* 111-119.

Norcross, J. C., Pfund, R. A., & Prochaska, J. O. (2013). Psychotherapy in 2022: A delphi poll on its future. *Professional Psychology: Research and Practice, 44,* 363-370.

Papatola, K. J., & Lustig, S. L. (2015). Managing managed care's outpatient review process: Insights and recommendations from peer reviewers at a health services company. *Professional Psychology: Research and Practice, 46,* 161-167.

Kolmes, K., & Taube, D. O. (2016). Client discovery of psychotherapist personal information online. *Professional Psychology: Research and Practice, 47,* 147-154.

Review guidelines:

American Psychological Association. (2011). Practice guidelines regarding psychologists' involvement in pharmacological issues. *American Psychologist, 66,* 835-849.

Joint Task Force for the Development of Telepsychology Guidelines for Psychologists (2013). Guidelines for the practice of telepsychology. *American Psychologist, 68,* 791-800.

Week 10 – April 2

Small communities; more on individual difference and cultural issues

Schank, J. A., Helbok, C. M., Haldeman, D. C., & Gallardo, M. E. (2010). Challenges and benefits of ethical small-community practice. *Professional Psychology: Research and Practice, 41,* 502-510.

Gonsiorek, J. C., Richards, P. S., Pargament, K. I., & McMinn, M. R. (2009). Ethical challenges and opportunities at the edge: Incorporating spirituality and religion into psychotherapy. *Professional Psychology: Research and Practice, 40,* 385-395.

Yarhouse, M. A., & Tan, E. S. N. (2005). Addressing religious conflicts in adolescents who experience sexual identity confusion. *Professional Psychology: Research and Practice, 36,* 530-536.

Knapp, S., Lemoncelli, J., & VandeCreek, L. (2010). Ethical responses when patients' religious beliefs appear to harm their well-being. *Professional Psychology: Research and Practice, 41,*

405-412.

Sahker, E. (2016). Therapy with the nonreligious: Ethical and clinical considerations. *Professional Psychology: Research and Practice, 47,* 295-302.

Rosik, C. H., Jones, S. L., & Byrd, A. D. (2012). Knowing what we do not know about sexual orientation change efforts. *American Psychologist, 67,* 498-499.

Hancock, K. A., Gock, T. S., & Haldeman, D. C. (2012). Science meets practice in determining effectiveness of sexual orientation change efforts. *American Psychologist, 67, 499-500.*

Sue, D. W., et al. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62,* 271-286.

Thomas, K. R. (2008). Macrononsense in multiculturalism. *American Psychologist, 63,* 274-275.

Harris, R. S., Jr., (2008). Racial microaggressions: How do you know? *American Psychologist, 63,* 275-276.

Goodstein, R. (2008). What's missing from the dialogue on microaggressions in counseling and therapy. *American Psychologist, 63,* 276-277.

Sue, D. W., Capodilupo, C. M., Nadal, K. L., & Torino, G. C. (2008). Racial microaggressions and the power to define reality. *American Psychologist, 63,* 277-279.

Harris, R. S., Jr., (2009). Racial microaggression? How do you know?-revisited. *American Psychologist, 64,* 220.

Sue, D. W. (2009). Racial microaggressions and worldviews. *American Psychologist, 64,* 220-221.

Sue, D. W. (2013). Race talk: The psychology of racial dialogues. *American Psychologist, 68,* 663-672.

Review guidelines:

American Psychological Association. (2003). Guidelines for multicultural education, training, research, practice, and organization change for psychologists. *American Psychologist, 58,* 377-402.

American Psychological Association. (2007). Guidelines for psychological practice with girls and women. *American Psychologist, 62,* 949-979.

American Psychological Association. (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. *American Psychologist, 67,* 10-42.

American Psychological Association (2012). Guidelines for assessment of and intervention with persons with disabilities. *American Psychologist, 67,* 43-62.

American Psychological Association. (2014). Guidelines for psychological practice with older adults. *American*

Psychologist, 69, 34-65.

American Psychological Association. (2015). Guidelines for psychological practice with transgender and gender nonconforming people. *American Psychologist, 70,* 832-864.

APA guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. (available online at http://www.apa.org/pi/oema/resources/policy/provider-guidelines.aspx).

National Latina/o Psychological Association Ethical Guidelines (adopted January 1, 2018).

Week 11 – April 9

Forensic settings

APA Handbook of Ethics in Psychology (2012)
Vol. 2, Chapter 6 Ethical challenges in forensic psychology practice. By M. C. Gottlieb & A. Coleman, pp. 91-123. (Use NGL URL).

Knapp et al. (2013).
Chapter 7: Psychologists in the court room, pp. 139-153.

Branaman, T. F., & Gottlieb, M. C. (2013). Ethical and legal considerations for treatment of alleged victims: When does it become witness tampering? *Professional Psychology: Research and Practice, 44,* 299-306.

Swiecicki, C. C., & Hollingsworth, J. (2015). A response to Branaman and Gottlieb's "Ethical and Legal Considerations for Treatment of Alleged Victims: When Does It Become Witness Tampering?" *Professional Psychology: Research and Practice, 46,* 197-201.

Edens, J. F. (2006). Unresolved controversies concerning psychopathy: Implications for clinical and forensic decision making. *Professional Psychology: Research and Practice, 37,* 59-65.

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.

Foote, W. E., & Shuman, D. W. (2006). Consent, disclosure, and waiver for the forensic psychological evaluation: Rethinking the roles of psychologist and lawyer. *Professional Psychology: Research and Practice, 37,* 437-445.

Greenberg, S. A., & Shuman, D. W. (2007). When worlds collide: Therapeutic and forensic roles. *Professional Psychology: Research and Practice, 38,* 129-132. (Excerpts also included in Bersoff, 2008).

Heltzel, T. (2007). Compatibility of therapeutic and forensic roles. *Professional Psychology: Research and Practice, 38,* 122-128.

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.

Review guidelines:

American Psychological Association (2013). Specialty guidelines for forensic psychology. *American Psychologist, 68,* 7-19.

American Psychological Association. (2010). Guidelines for child custody evaluations in family law proceedings. *American Psychologist, 65,* 863-867.

American Psychological Association. (2013). Guidelines for psychological evaluations in child protection matters. *American Psychologist, 68,* 20-31.

American Psychological Association. (2012). Guidelines for the practice of parenting coordination. *American Psychologist, 67,* 63-71.

Also recommended:

Gemberling, T. M., & Cramer, R. J. (2014). Expert testimony on sensitive myth-ridden topics: Ethics and recommendations for psychological professionals. *Professional Psychology: Research and Practice, 45,* 120-127.

Week 12 – April 16

Business of psychology

APA Handbook of Ethics in Psychology (2012)
Vol. 1, Chapter 17 Ethics and business issues in psychology practice. By J. E. Barnett & L. Klimik, pp. 433-451. (Use NGL URL).

Knapp et al. (2013)
Chapter 11: The reluctant business person, pp. 219-228.
Chapter 12: Closing a practice and retirement, pp. 229-238.
Chapter 13: Professional liability insurance, pp. 229-246.

Malpractice in Psychology (2011)
Chapter 7 Other areas of liability in practice, pp. 124-137.
Chapter 8 The trial process and privileges, pp. 139-152.
Chapter 9 Risk management strategies and "closing arguments," pp. 153-164.

Cederberg, C. D. (2017). Personal branding for psychologists: Ethically navigating an emerging vocational trend. *Professional Psychology: Research and Practice, 48,* 183-190.

Review guideline:

American Psychological Association. (2007). Record keeping guidelines. *American Psychologist, 62,* 993-1004. (Also included in Bersoff, 2008).

Week 13 – April 23

Teaching, research, publications, supervision, consultation, and miscellaneous topics

Bersoff (2008)
Chapter 8, Academia: Research, teaching, and supervision, pp. 385-451

Knapp et al. (2013)
Chapter 10: Consultant or supervisor, diversity issues, conflicts in institutional settings, pp. 197-209, 218.
Afterword, pp. 247.

Bashe, A., Anderson, S. K., Handelsman, M. M., & Klevansky, R. (2007). An acculturation model for ethics training: The ethics autobiography and beyond. *Professional Psychology: Research and Practice, 38,* 60-67.

Knapp, S., Handelsman, M. M., Gottlieb, M. C., & VandeCreek, L. D. (2013). The dark side of professional ethics. *Professional Psychology: Research and Practice, 44,* 371-377.

Kosinski, M., Matz, S. C., Gosling, S. D., Popov, V., and Stillwell, D. (2015). Facebook as a research tool for the social sciences: Opportunities, challenges, ethical considerations, and practical guidelines. *American Psychologist, 70,* 543-556.

Lowman, R. L. (2016). Ethical and professional standards in the practice of consulting psychology. *An introduction to consulting psychology: Working with individuals, groups, and organizations* (pp. 111-133). Washington, DC: American Psychological Association. Available through NGL e-books.

Polychronis, P. E., & Brown, S. G. (2016). The strict liability standard and clinical supervision. *Professional Psychology: Research and Practice, 47,* 139-146.

Fivecoat, H. C., & Cos, T. A. (2017). Special ethical considerations for behavioral health consultants in the primary care setting. *Professional Psychology: Research and Practice, 48,* 335-342.

Thompson, M. N., Graham, S. R., Brockberg, D., Chin, M. Y., & Jones, T. M. (2017). Advancing training in session fees through psychology training clinics. *Professional Psychology: Research and Practice, 48,* 327-334.

American Psychological Association. (2013). Guidelines for psychological practice in health care delivery systems. *American Psychologist, 68,* 1-6.

American Psychological Association. (2015). Guidelines for clinical supervision in health service psychology. *American Psychologist, 70,* 33-46.

Also recommended:

APA Handbook of Ethics in Psychology (2012).
Vol. 2, Chapter 13 Negotiating the complex ethical terrain of clinical supervision. By R. K. Goodyear & E. Rodolfa, pp. 261-275. (Use NGL URL).
Vol. 2, Chapter 15 Ethics issues in scholarship. By J. E. Barnett & L. F. Campbell, pp. 309-333. (Use NGL URL).
Vol. 2, Chapter 16 The responsible conduct of psychological research: An overview of the ethical principles, APA ethics code standards, and federal regulations. By C. B. Fisher & K. Vacanti-Shova, pp. 335-369. (Use NGL URL).

Week 14 – April 30

Final written exam distributed (open book - take home, due within 24 hours)